Simply Good and Beautiful MATH 1

COURSE BOOK

The Good and the Beautiful
CURRICULUM

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COURSE BOOK

Created by the Simply Good and Beautiful Math Team

Reviewed by Deanna Dreher, PhD in mathematics; Tamara Stark, MA in mathematics education;
Alia Criddle, MS in mathematics; and Bailee Neering, BS in mathematics education

The Good and the Beautiful
CURRICULUM

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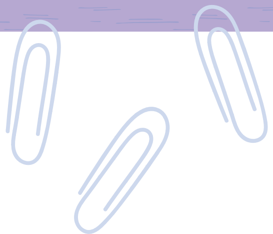
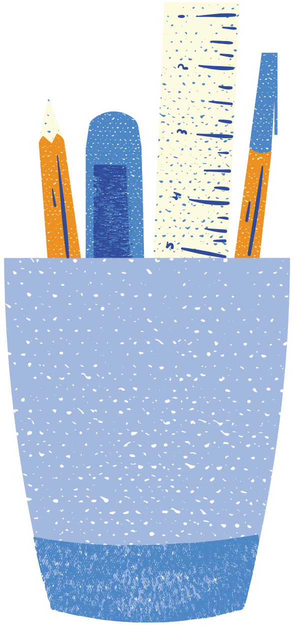


Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



ABOUT THE COURSE

Supplies Needed

- *Simply Good and Beautiful Math 1 Course Book*
- *Simply Good and Beautiful Math 1 Box*
- Pencil
- Crayons or colored pencils
- Whiteboard and dry-erase marker

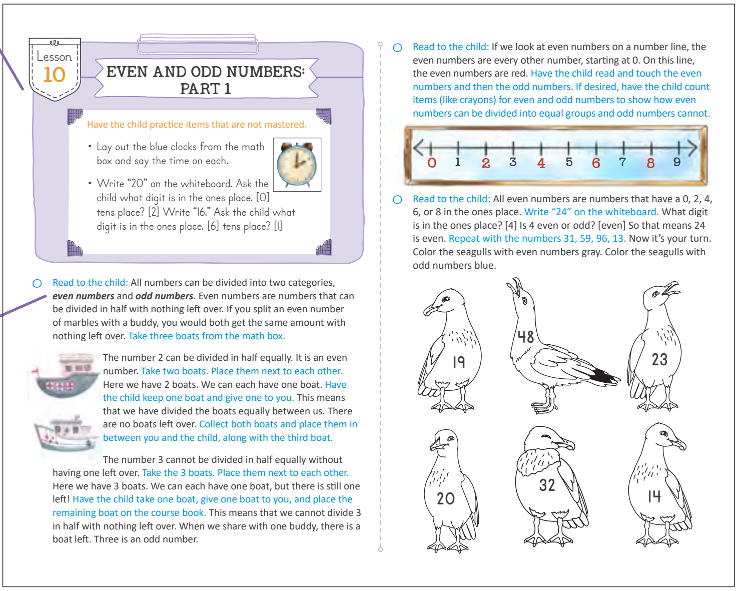
The course book will not list when you need the math box or a whiteboard and dry-erase marker, but you will use them in most lessons, so always have them on hand. Because the math box is organized into easy-to-access compartments, individual math box items needed are not listed at the beginning of the lessons.

Course Organization

- The course book serves as the teacher's guide and the student book.
- The course has 120 lessons divided into three units. Each unit has an assessment at the end of the unit.
- If you complete four lessons a week, you will finish in a normal school year and have about four weeks left over that can account for normal breaks, sickness, and vacations.

Daily Lessons

- **Review Box**—You can choose to review these concepts at the beginning of the lessons, or you can skip them if the child has mastered the concepts.
- **Lesson**—Blue text is instructions to the parent or teacher. Black text is read to the child. Each lesson contains instruction and practice on a new concept.
- **Review**—Each lesson includes one or more pages of review. The review pages can usually be done independently by the child after the instructions are explained to him or her. The concepts reviewed are from previous lessons. This means the child can complete the review page before the lesson or while you work with another child, if needed.



Lesson 10

EVEN AND ODD NUMBERS: PART 1

Have the child practice items that are not mastered.

- Lay out the blue clocks from the math box and say the time on each.
- Write "20" on the whiteboard. Ask the child what digit is in the ones place. [0] tens place? [2] Write "16." Ask the child what digit is in the ones place. [6] tens place? [1]

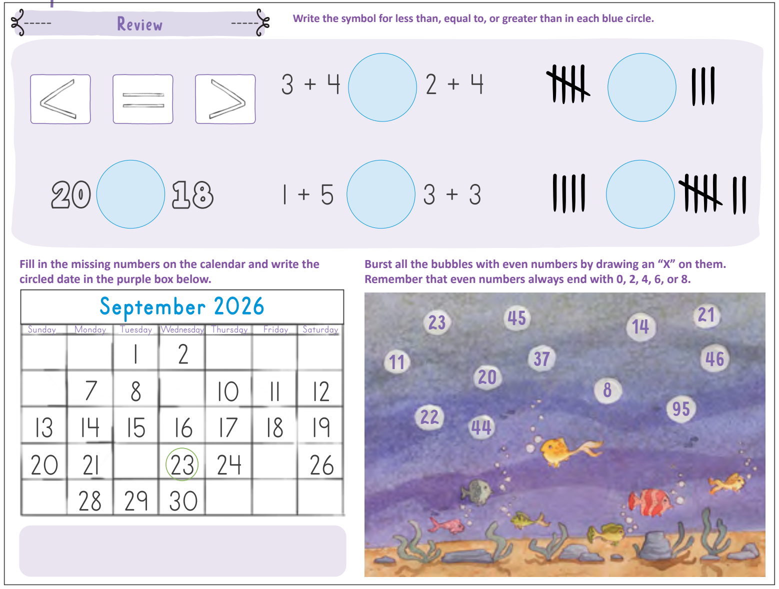
○ Read to the child: All numbers can be divided into two categories, ***even numbers*** and ***odd numbers***. Even numbers are numbers that can be divided in half with nothing left over. If you split an even number of marbles with a buddy, you would both get the same amount with nothing left over. Take three boats from the math box.

The number 2 can be divided in half equally. It is an even number. Take two boats. Place them next to each other. Here we have 2 boats. We can each have one boat. Have the child keep one boat and give one to you. This means that we have divided the boats equally between us. There are no boats left over. Collect both boats and place them in between you and the child, along with the third boat.

The number 3 cannot be divided in half equally without having one left over. Take the 3 boats. Place them next to each other. Here we have 3 boats. We can each have one boat, but there is still one left! Have the child take one boat, give one boat to you, and place the remaining boat on the course book. This means that we cannot divide 3 in half with nothing left over. When we share with one buddy, there is a boat left. Three is an odd number.

○ Read to the child: If we look at even numbers on a number line, the even numbers are every other number, starting at 0. On this line, the even numbers are red. Have the child read and touch the even numbers and then the odd numbers. If desired, have the child count items (like crayons) for even and odd numbers to show how even numbers can be divided into equal groups and odd numbers cannot.

○ Read to the child: All even numbers are numbers that have a 0, 2, 4, 6, or 8 in the ones place. Write "24" on the whiteboard. What digit is in the ones place? [4] Is 4 even or odd? [even] So that means 24 is even. Repeat with the numbers 31, 59, 96, 13. Now it's your turn. Color the seagulls with even numbers gray. Color the seagulls with odd numbers blue.



Review

Write the symbol for less than, equal to, or greater than in each blue circle.

< = >

3 + 4 ○ 2 + 4

卌 ○ |||

20 ○ 18

1 + 5 ○ 3 + 3

|||| ○ 卌 ||

Fill in the missing numbers on the calendar and write the circled date in the purple box below.

September 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2			
	7	8		10	11	12
13	14	15	16	17	18	19
20	21		23	24		26
	28	29	30			

Burst all the bubbles with even numbers by drawing an "X" on them. Remember that even numbers always end with 0, 2, 4, 6, or 8.

Frequently Asked Questions

How do I get started?

Gather the supplies needed. You are then ready to open to the first lesson and follow the instructions. You do not need to read the lessons before teaching them.

How long are lessons?

For children right on level with the lessons, most lessons take 15–20 minutes.

- If your child takes longer than 15–20 minutes per lesson but is understanding and retaining the information, don't worry; complete as much of a lesson as your child's attention span allows each day. It is OK if this course takes longer than a school year to complete.
- If your child takes less than 15–20 minutes per lesson and is learning new things, we suggest not moving to Math 2 so that your child doesn't have holes in his or her math foundations. Rather, consider having the child do multiple lessons a day to move through the course quickly, and then start Math 2.
- If your child takes less than 15–20 minutes per lesson and seems to know all the information already, consider having the child take the assessments in the course (see the Table of Contents) to see if the child can skip any units or the whole course.

Our thorough piloting program proved that most children in Math 1 thrive with having math for 15–20 minutes a day as this curriculum is carefully designed to maximize time and effectiveness. If you or the child feels more time is needed, consider doing two lessons a day.

Is Math 1 a spiral or mastery program?

Math 1 is mainly a spiral curriculum, constantly reviewing concepts your child has learned to ensure he or she understands and retains the information.

Do you include any specific doctrine?

No, the goal of our curriculum is not to teach doctrines specific to any particular Christian denomination but to teach general principles such as honesty, hard work, and kindness. All Bible references in our curriculum use the King James Version.

Is there an answer key?

Yes, you can find the answer key by clicking on the "FAQs and Extras" button from the Math 1 page on goodandbeautiful.com. The answer key is a free download. Physical copies of the answer key are not provided for Math 1.

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UNIT 1 OVERVIEW

LESSONS 1–40

Extra Supplies Needed

none

New Concepts Taught

- Addition strategies
- Calendar
    - Days of the week
    - Months of the year
    - Writing the date
    - Yesterday, tomorrow, last week, next week
- Collect and sort data
- Colors
- Comparisons
- Counting forward and backward
- Counting by 5s and 10s
- Dividing in half
- Even/odd
- Greater than, less than, equal to
- Left/right
- Money
    - Counting and writing amounts
    - Pennies, nickels, dimes
    - Representing different amounts
- Number lines: 1–39
- Number word form: 1–3
- One more, one less
- Order of events
- Ordinal numbers
- Pairs and matching
- Patterns
- Place value
- Shapes
- Subitizing
- Subtraction strategies
- Time to half hour
- Writing numbers: 0–39

Parent/Teacher Tips

- If the child cannot read the instructions for the review sections at the end of each lesson, go over each activity with the child and make sure he or she understands the instructions before he or she begins the review. Most review activities can be completed independently by the child. Consider training the child to complete all the activities he or she can, skipping those that he or she needs help with. This will allow you time with another child before coming back and helping with any items that were skipped.
- If days of the week are not memorized, have the child watch the "Days of the Week Song" video on The Good and the Beautiful Kids YouTube channel daily until mastered.
- This course refers often to optional videos on The Good and the Beautiful Kids YouTube channel. Consider getting the free YouTube app on your phone and liking the videos. Then you can quickly access your liked videos from the library button at the bottom of your app.

Lesson 1

IDENTIFYING RIGHT AND LEFT

Have the child practice items that are not mastered.

- Count from 10 to 50.
- Count by 2s from 2 to 30.
- Count by 10s from 10 to 100.

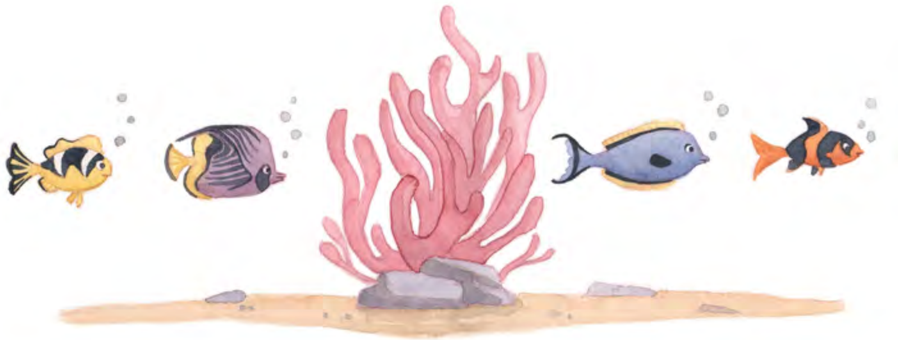
○ Help the child identify his or her left and right hands. Take the left/right dice and a boat of your choice from the math box. Read to the child: Choose one of the boats and put it in your right hand. Now put it in your left hand. Now put the boat in the middle box below, the one above the whale. You are going to play a game. Roll the dice. If the dice lands on “right,” move the boat one box to the right. If the dice lands on “left,” move the boat one box to the left. Start over if your boat hits the rocks (gets to the last box on the left). You win when your boat gets to the last box on the right and sails out to sea.

Play the game as many times as desired.

Find the Fish!

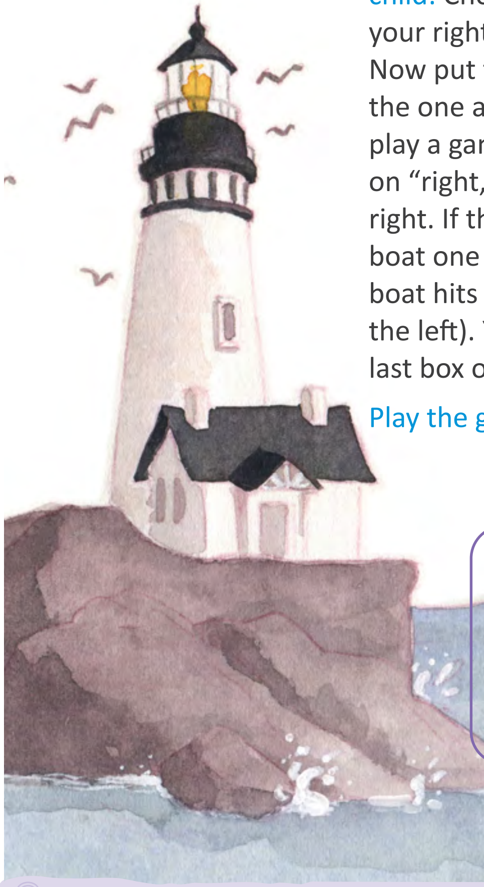
○ Read to the child: I’m going to describe a fish, and you point to it.

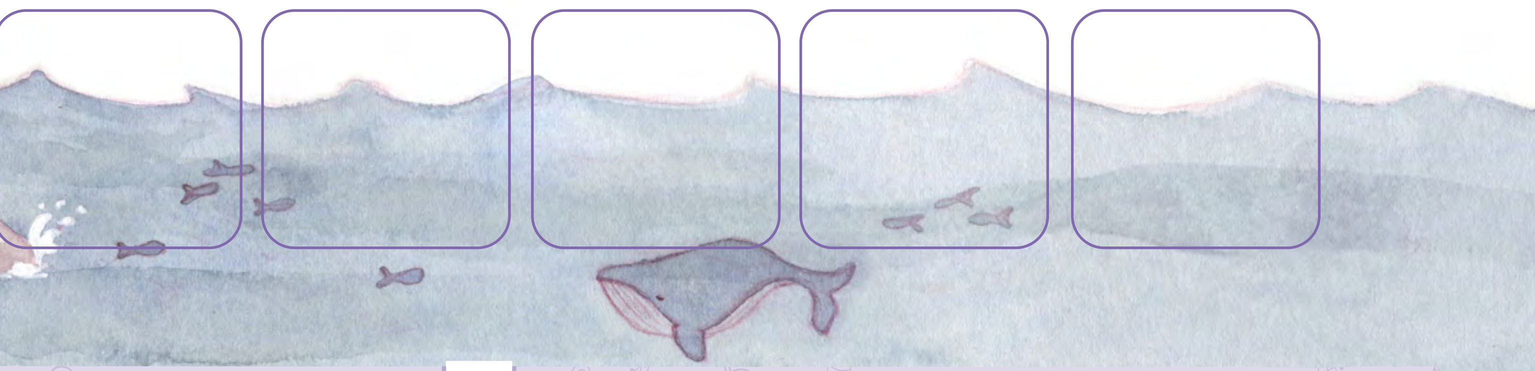
- Point to a fish to the right of the coral. There are two fish, so you can point to either one of them.
- Point to a fish to the left of the coral. There are two fish, so you can point to either one of them.
- Point to the fish that is farthest to the right of the coral.
- Point to the fish that is farthest to the left of the coral.



○ Activity: You and the child each take a boat from the math box and place them in the middle of the table. Take turns rolling the left/right dice and moving your boat left or right (not farther than the length of your hand) according to what was rolled. Each person rolls five times, and then you see where your boats end up.

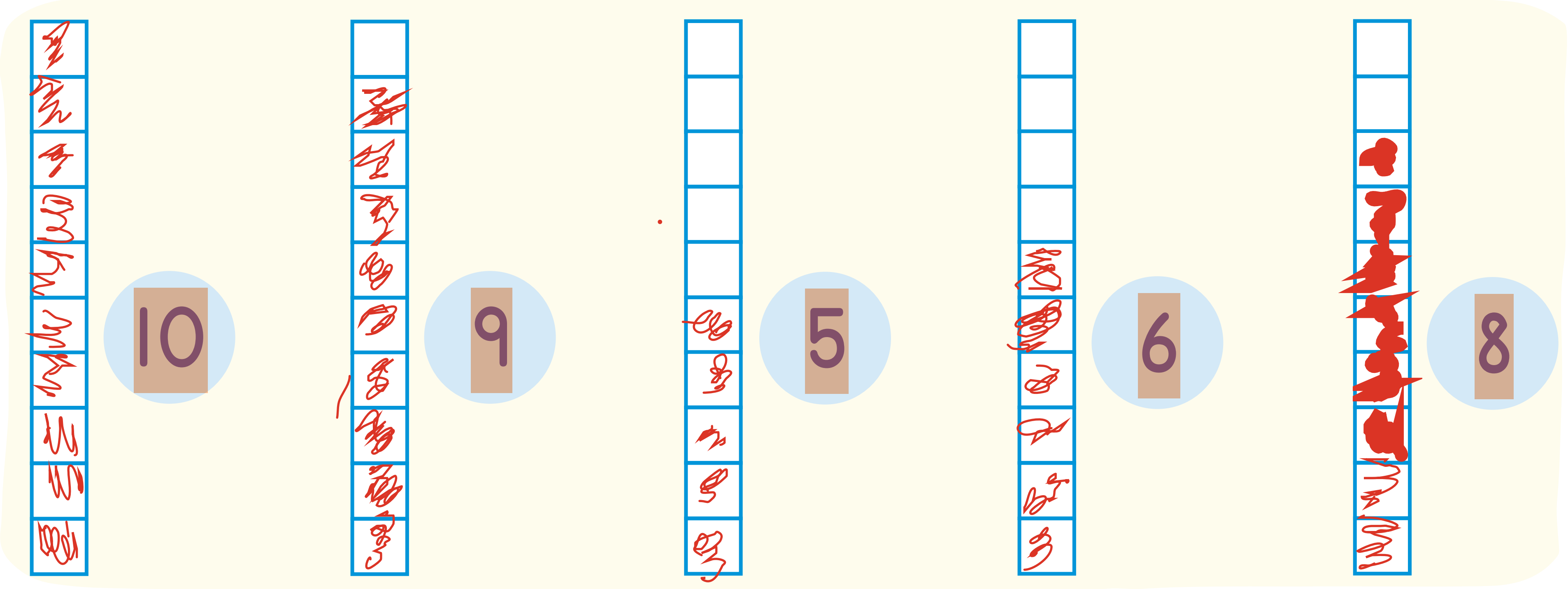
Don’t Crash into the Rocks!



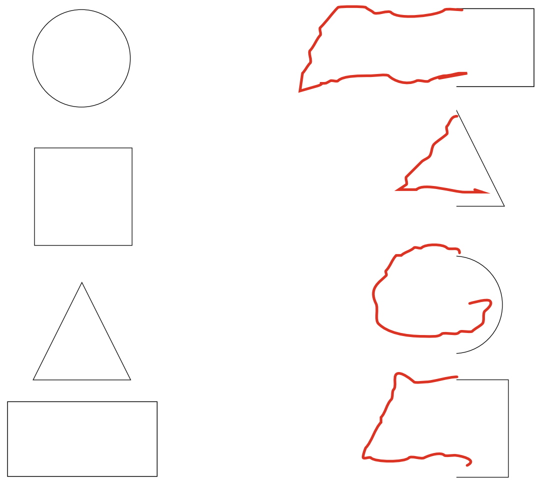


REVIEW

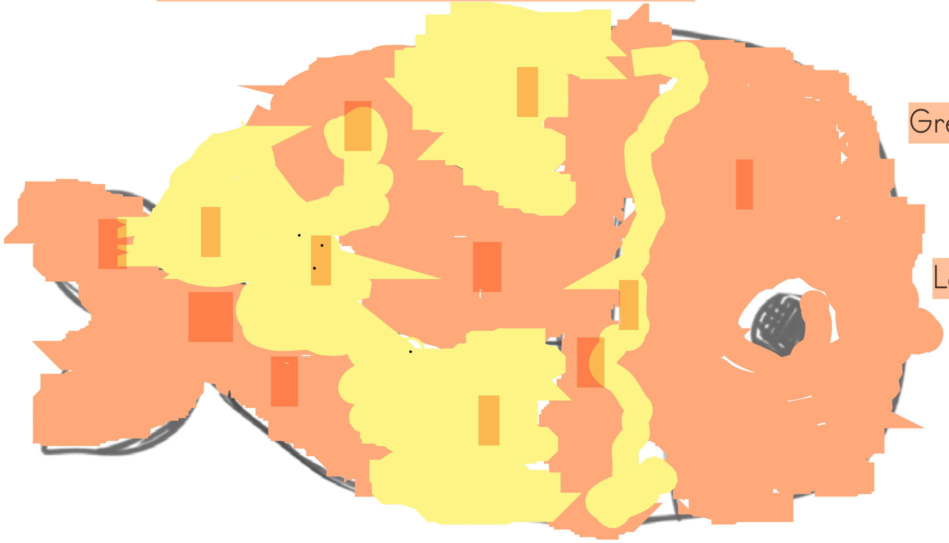
With any color crayon or pencil, fill in the blocks on each ten stick so that the number of filled blocks is equal to the number in the blue circle.



Draw a line from each shape to its half. Then draw the missing section of each shape.



Color orange each section with a number that is greater than 10. Color yellow each section with a number that is less than 10.



Greater than 10 ●

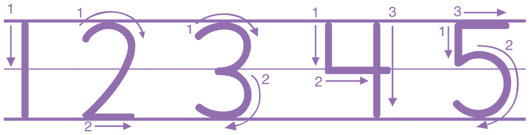
Less than 10 ●

Lesson
2

WRITING NUMBERS 1-5

Have the child practice items that are not mastered.

- Count from 80 to 100.
- Count by 2s from 2 to 30.
- Point to the left. Point to the right.



○ This lesson helps determine if the child can correctly form the numbers as shown in purple. In this lesson and in future lessons, if the child does not form a number correctly, gently remind the child how to write the number and have the child erase the number and write it again.

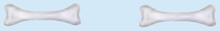
Observe the child as he or she writes the missing numbers on the clock on the next page. For any number formed incorrectly, have the child write the number three times on a whiteboard.

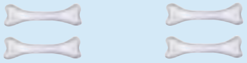
○ Read to the child: The dogs on this page have some bones, and some of their owners gave them more. You will do some addition problems to see how many total bones each dog has. Then circle the dog that has the most bones. Observe the child as he or she writes the answer to each addition problem. If the child does not form a number correctly, have the child correct the number and write it three times on a whiteboard. Then have the child draw a heart around his or her favorite dog.

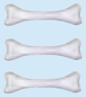
○ Have the child fill in the missing numbers for 1–5.

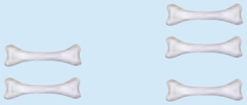
1		3		

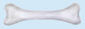
How Many Bones?

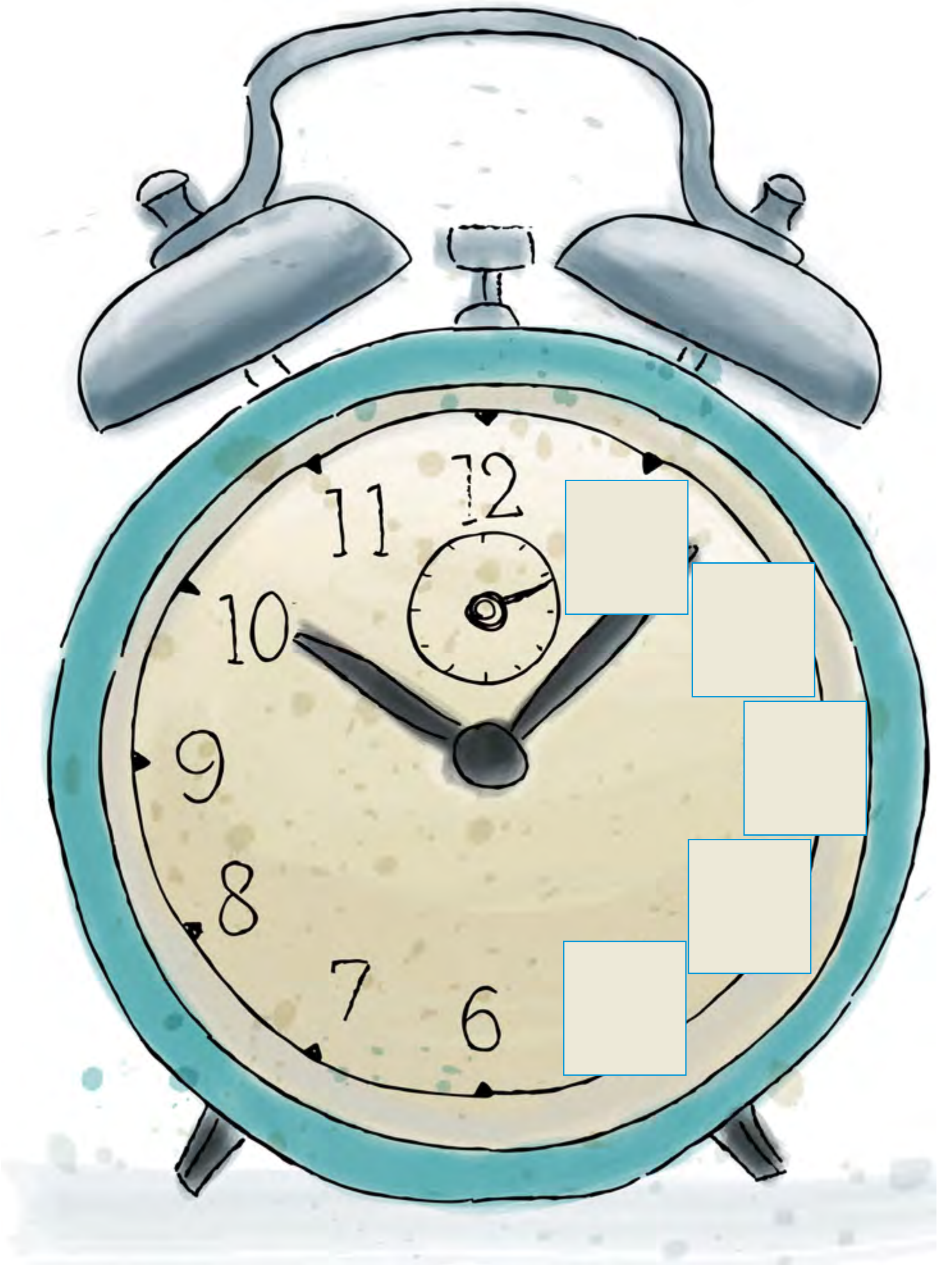

1 + 1 = ☐


2 + 2 = ☐


3 + 0 = ☐


2 + 3 = ☐

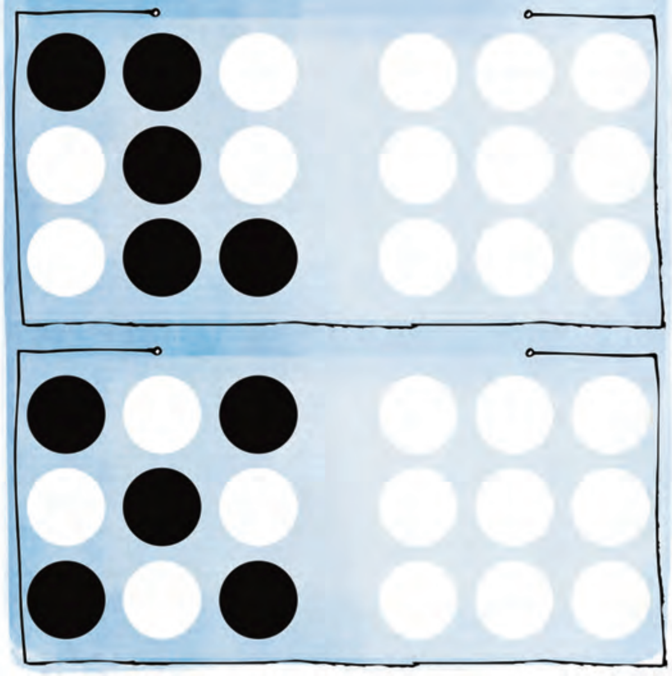

1 + 0 = ☐



REVIEW

Dot GriD

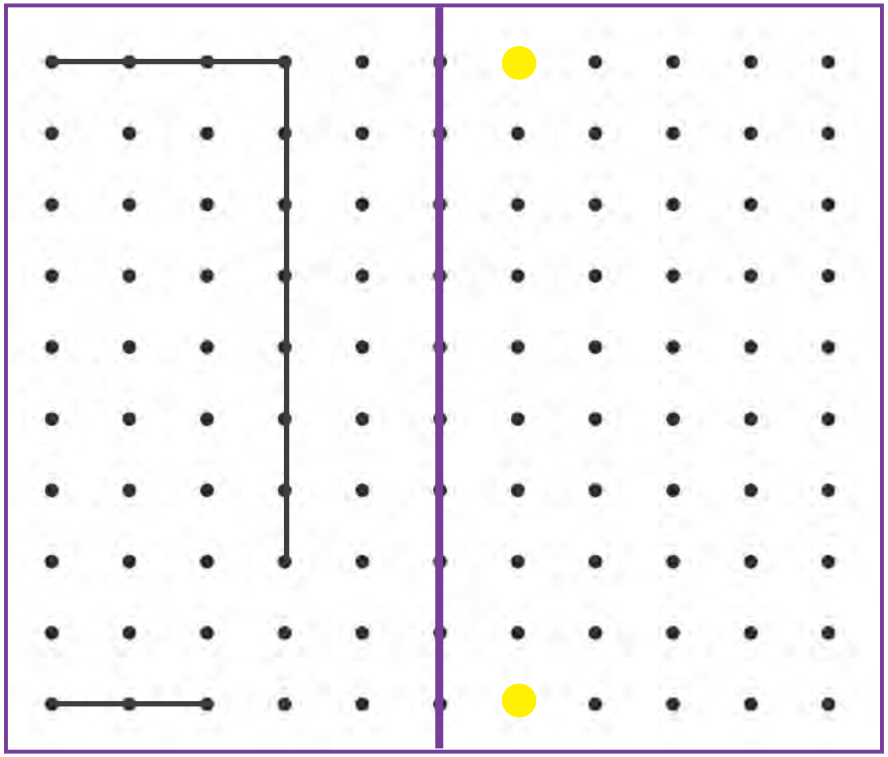
Color the dots on the right to match the dots on the left.



Complete each problem.

$$\begin{array}{r} 1 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 0 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array}$$

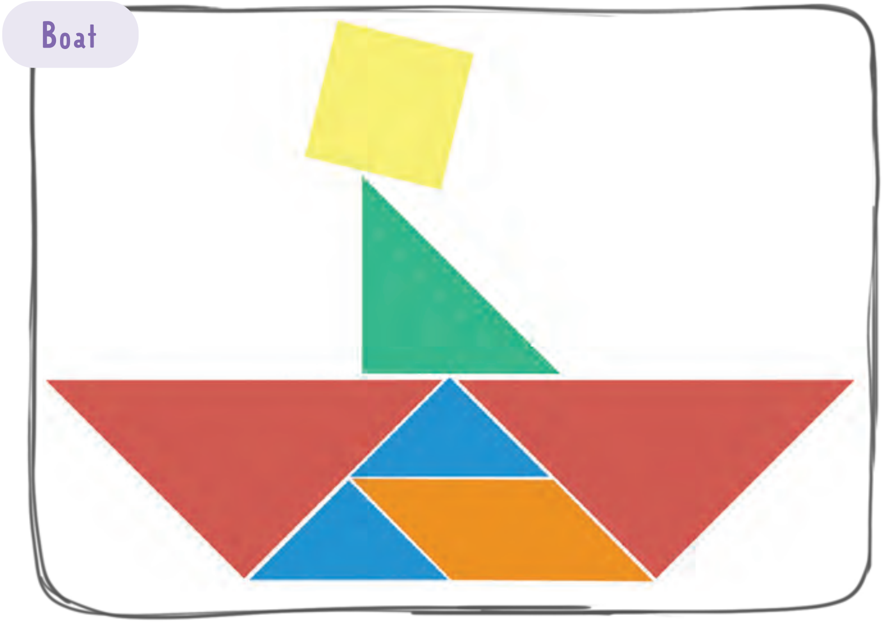
On the right side of the pegboard, copy the lines from the left side. Two dots are marked in yellow. Start with the yellow dots.

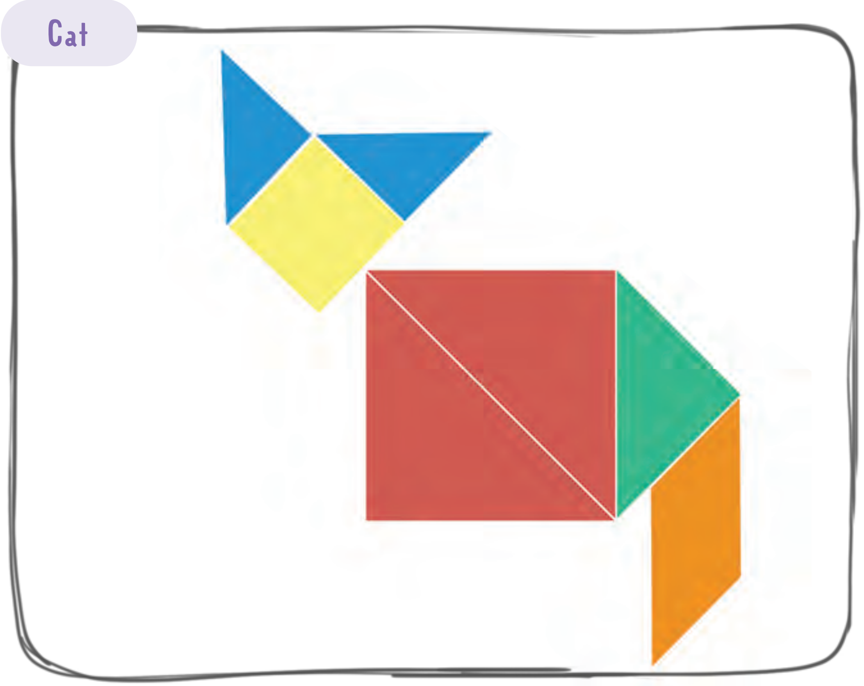


Complete each problem.

0	1	2	3
+ 1	+ 1	+ 3	+ 1

Use the shapes from the math box to re-create these images.


Boat


Cat

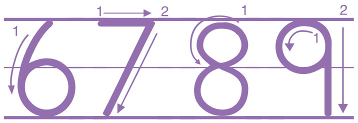
Lesson
3

MONTHS OF THE YEAR/ WRITING NUMBERS 6–9

Have the child practice items that are not mastered.

- Count by 2s from 2 to 30.
- Count by 10s from 10 to 100.

○ Read to the child: God gave us 12 months each year that have changing seasons. The seasons are spring, summer, fall, and winter. What are the seasons? [spring, summer, fall, and winter] Each season brings its own beauty. Look at the calendar on this page for the month of January. For half of the world, January is in winter, and it is cold.



Have the child fill in the missing numbers (6–9) on the calendar. This lesson helps determine if the child can correctly form the numbers as shown in purple. Observe the child as he or she writes the missing numbers on the calendar. Have the child practice any number formed incorrectly.

○ Read to the child: Do you see the days of the week on the calendar? What are the days of the week, starting with Sunday? [Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday]

On this calendar, tell me what day of the week January 6th is. [Sunday] January 21st? [Monday] January 23rd? [Wednesday]

○ Read to the child: January is the first month of every year. What date begins a new year? [January 1st] January 1st is when we celebrate New Year's Day because it is the start of a new year. What year is it? [the current year] Here is how I write January 1st of this year. In the purple box, write "January 1, [year]" as you say: First, we write the month, then the day, then a comma, and then the year. Have the child copy the date in the green box.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
				10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

○ If the child has not yet mastered the months of the year (which is not expected at this stage), have the child watch the “Months of the Year Song” video twice on The Good and the Beautiful Kids YouTube channel.

○ Have the child fill in the missing numbers on the calendar below. Then in the purple box, have the child write the circled date. [March 10, 2025] If needed, explain how to determine the date circled on the calendar and demonstrate how to write the date on a whiteboard.

March 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5			
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

○ Read to the child: Let’s review! How many months are in a year? [12] What is the first month of the year? [January] What day is New Year’s Day? [January 1st] What are the seasons? [spring, summer, fall, and winter] How many seasons are there? [4]

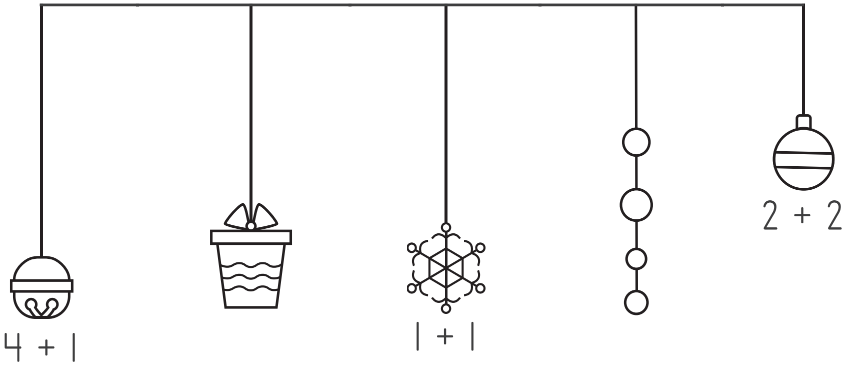
REVIEW

Complete each problem.

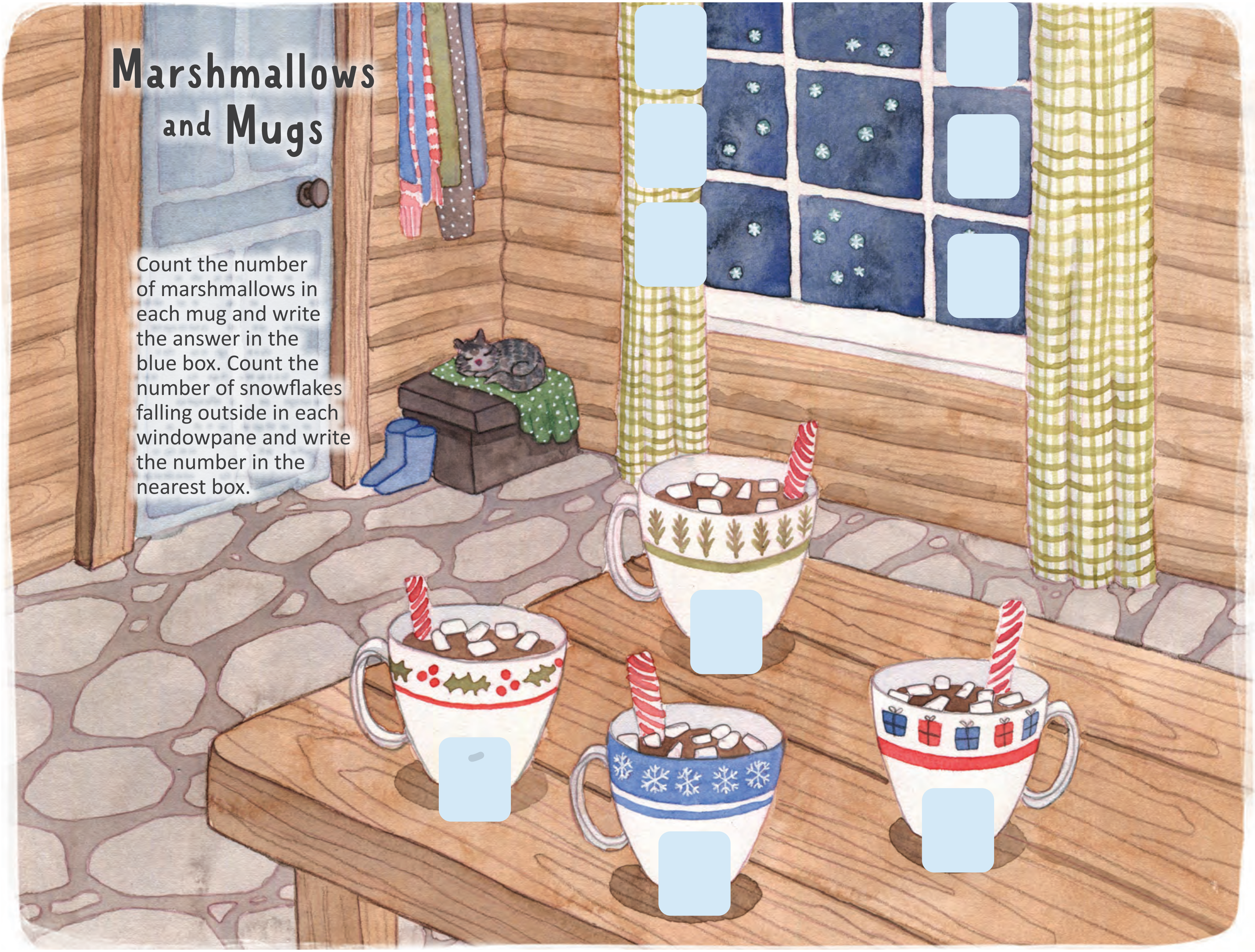
$$\begin{array}{r} 3 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 1 \\ \hline \end{array}$$

Color the ornaments below using the color chart. First, solve the problems below the ornaments, and then color the ornaments. For the two ornaments without problems, write a problem below the ornament that equals one of the numbers in the color chart.

2	3	4	5



Marshmallows and Mugs



Count the number of marshmallows in each mug and write the answer in the blue box. Count the number of snowflakes falling outside in each windowpane and write the number in the nearest box.

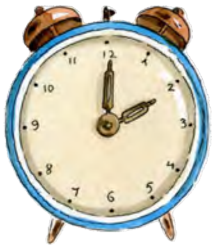
Lesson
4

TIME TO THE HOUR AND HALF HOUR

Have the child practice items that are not mastered.

- Raise your left hand and then your right hand.
- Watch the "Months of the Year Song" video on The Good and the Beautiful Kids YouTube channel.

○ Take a boat from the math box and lay it on the table. Read to the child: This is Captain Linus' boat. The captain looked out at the waves crashing over the front of his boat as he chugged through the choppy water. A storm was blowing in, and the National Weather Service had just issued a warning. All boats needed to be anchored safely in the harbor within one hour. Captain Linus knew he had to hurry! He looked at the clock, and this is what he saw. Take the 2:00 blue clock from the math box and ask the child what time it is. [2:00]

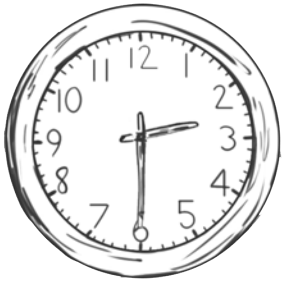


The short hand is called the hour hand because it points to the hour, and the long hand is the minute hand, which points to the minute. When the minute hand is on the 12, it is right on the hour, meaning it is 1:00, 4:00, 11:00, and so forth. We write the minutes as two zeros because it is the beginning of the hour and no minutes have passed yet, and we say the time as "o'clock."

If it is 2:00 and Captain Linus has one hour until the storm hits, by what time does he need to be anchored safely? [3:00]

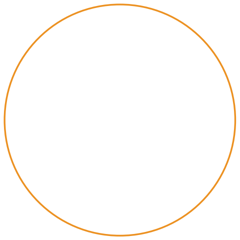
Lay out the three blue clocks that are right on the hour and say the time on each clock.

○ Read to the child: The boat fought its way through the waves. Captain Linus was relieved to see the harbor in the distance. He glanced at the clock again. Thirty minutes had passed, and the clock read 2:30, or half past two. We can say the time two different ways: "two thirty" because it is thirty minutes after two or "half past two" because it is halfway through the 2 o'clock hour, so the hour hand is halfway past the 2, and the minute hand has traveled halfway around the clock.



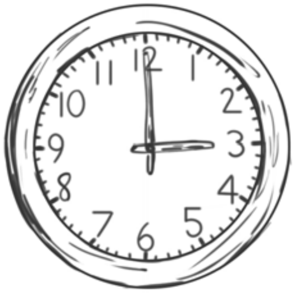
Lay out all the blue clocks that are on the half hour and say the time on each clock. Have the child say the time in two ways (e.g., "three thirty and half past three"). If needed, explain that the hour hand moves closer to the next number as the hour goes by, so the hour hand will not always be right on the hour. It is not a new hour until the hour hand moves ALL the way to the next number.

As minutes pass, the long hand travels in a clockwise motion through the numbers from 12 all the way around the clock. When it arrives back to the 12, one hour has passed. The short hand travels only one number per hour, but the long hand goes all the way around the clock each hour!



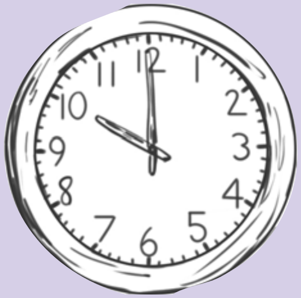
Have the child run his or her finger around the circle clockwise. Then have the child stand up and suppose he or she is standing in the center of a large clock on the floor. This clock is missing its minute hand, so have the child stick out his or her arm and spin around clockwise, like the minute hand would move around the clock.

○ Read to the child: Captain Linus breathed a deep sigh of relief as he anchored his boat safely in the harbor. He looked up at his clock. What time was it? [3:00] He had made it within one hour. He stepped out onto the deck of the boat and looked at the dark clouds rolling in, grateful he was safe in the harbor.



CLOCK Practice

○ Guide the child to write the time shown on each clock or to draw the hands on the clock to show the time given.



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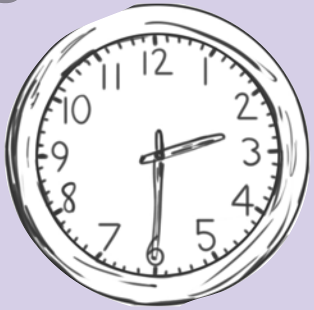

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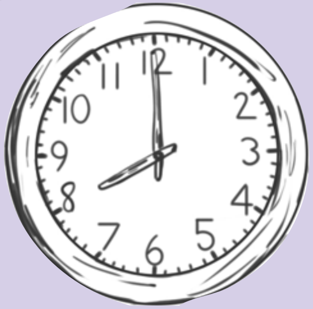

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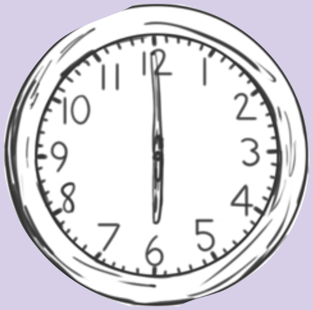

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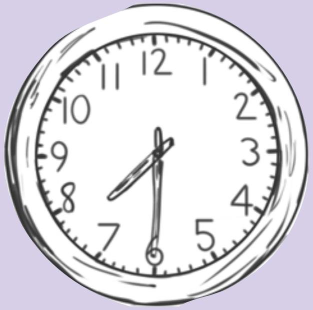

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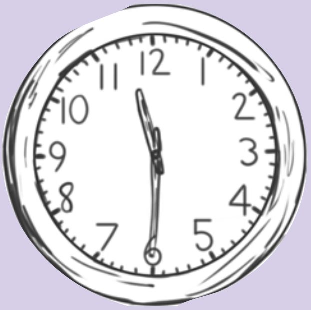

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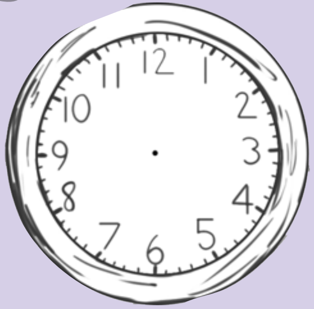
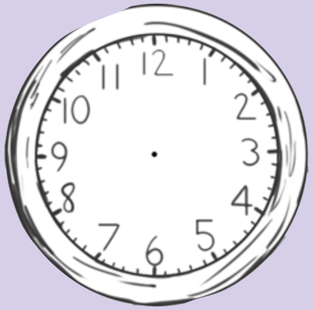


4:00



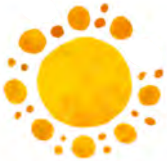
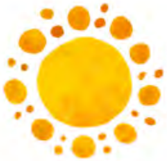
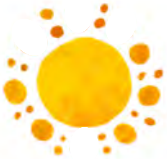
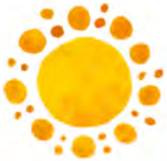
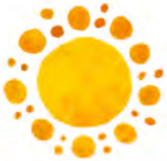
3:30

REVIEW

Fill in the missing numbers on the calendar and write the circled date in the purple box below.

March 1999						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4		
	8		10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Circle the three suns that are the same. (Hint: It might be easier to first find the two suns that are different, and then you will be left with the three that are the same.)

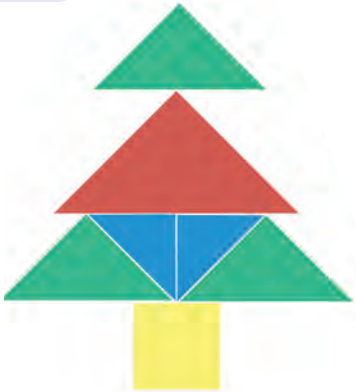






Complete each problem.

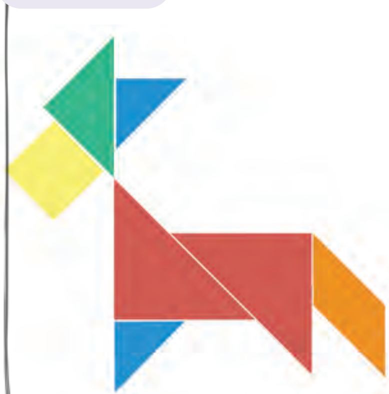
$$\begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ +\ 0 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\ 3 \\ \hline \end{array}$$

Use the shapes from the math box to re-create the images.

Tree



Bull



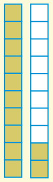
Lesson
5

PLACE VALUE: 10–16/ WRITING 10–16

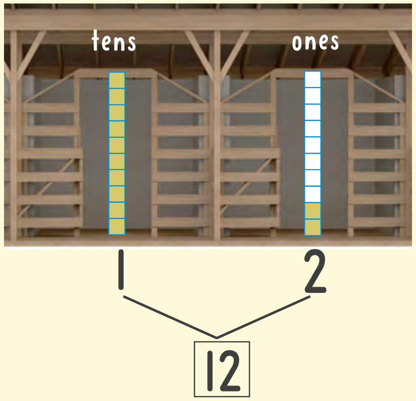
Have the child practice items that are not mastered.

- Draw a circle going clockwise.
- Count from 60 to 80.

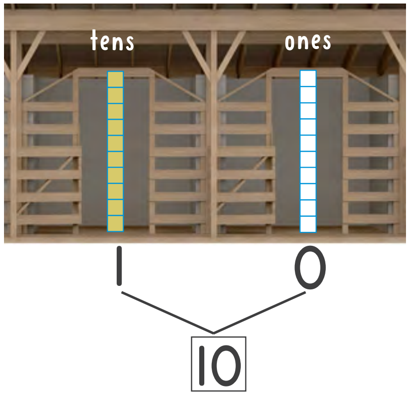
○ Cut out the stable and the 8 ten sticks on page 15. Read to the child: Let's learn about ***place value*** in a fun way. The horses at the right are named Molly and Toby. Let's see how many bales of hay are put in their stables every month. Lay out the stable you cut out on a whiteboard or piece of paper. Point to the ones stable. This is the stable that shows the ones place. In the ones place, we put a ten stick that does not have all ten of its blocks filled in. Point to the tens stable. This is the stable that shows the tens place. Once a ten stick has all ten blocks filled in, we move it from the ones place to the tens place.

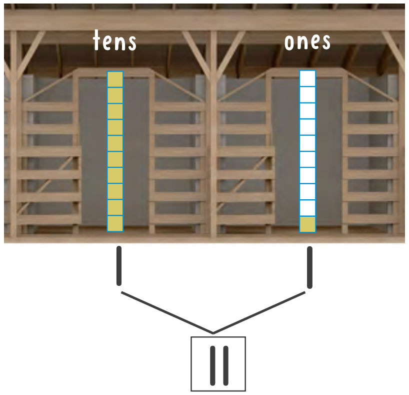


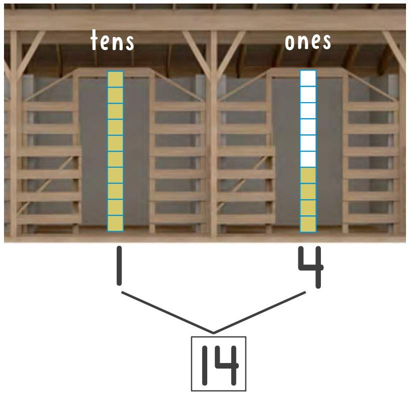
Hand the child these pieces. Have the child put the ten stick that is not full in the ones stable and the full ten stick in the tens stable. Have the child tell you how many blocks are filled in on the ten stick in the ones place [2] and write "2" below that stable. Then have the child tell you how many full ten sticks are in the tens place [1] and write "1" below the tens stable. Ask the child what number has been created. [12] Explain to the child that the number 12 means that it has one ten and two ones. Have the child count the number of blocks to see that there are 12 total blocks, or bales of hay, in the stables.

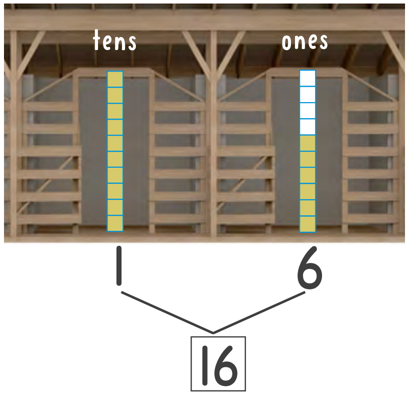


○ Repeat the activity for all the ten sticks you have cut out, having the child write on the whiteboard or paper. Here is how some of the stables will look when completed.



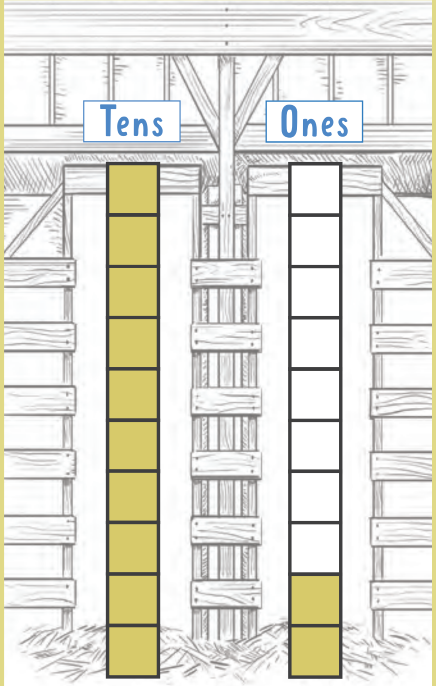






○ Have the child write how many blocks are filled in the ones column, how many full ten sticks are in the tens column, and then the number that is represented by all the blocks.

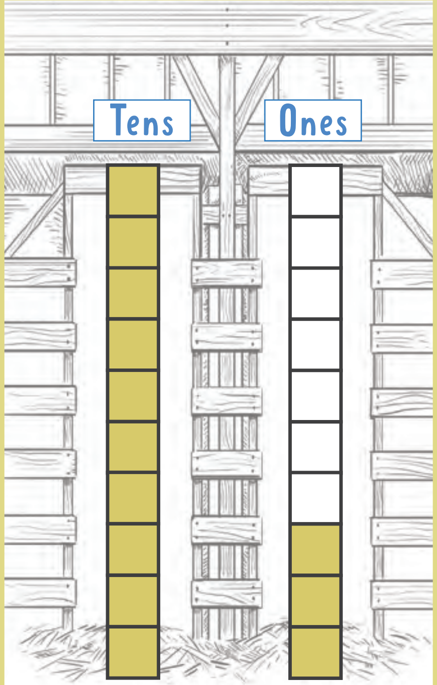
How Many BALES of HAY?



10

2

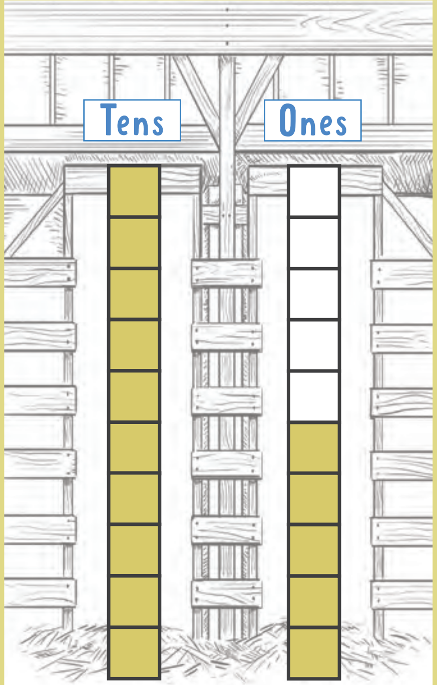
12



10

3

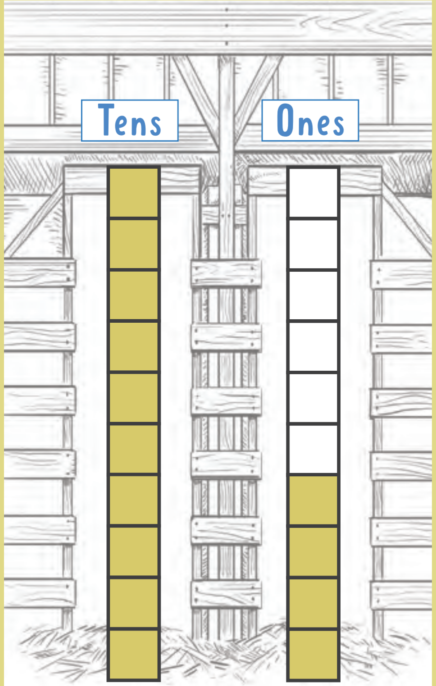
13



10

5

16

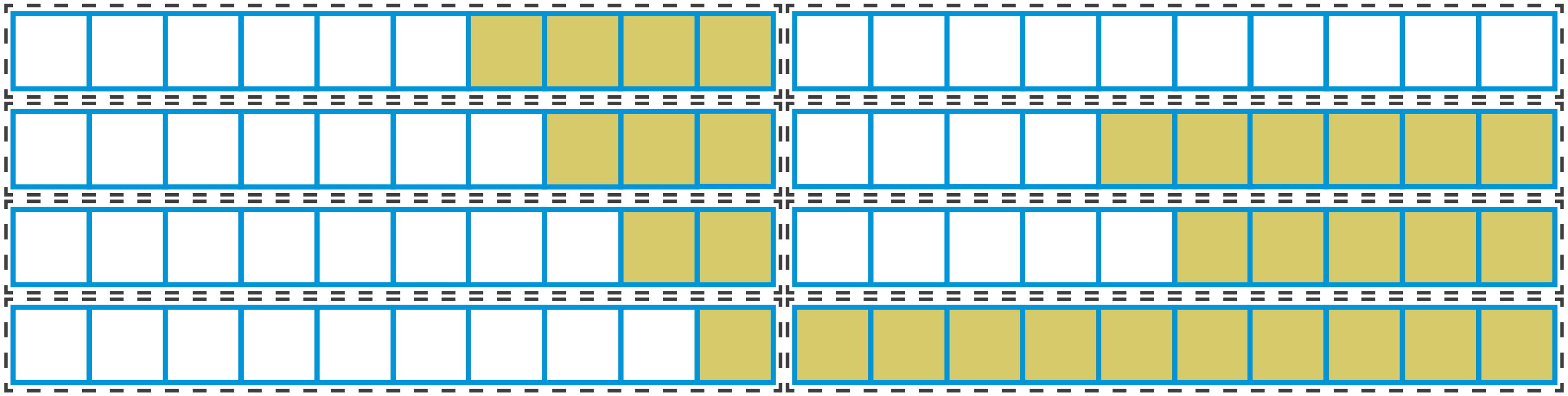


10

4

14

tens
ones



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REVIEW

Complete each problem.

$$\begin{array}{r} 1 \\ +\ 5 \\ \hline 6 \end{array} \qquad \begin{array}{r} 1 \\ +\ 3 \\ \hline 4 \end{array} \qquad \begin{array}{r} 0 \\ +\ 5 \\ \hline 5 \end{array} \qquad \begin{array}{r} 2 \\ +\ 2 \\ \hline 4 \end{array}$$

Fill in the missing numbers on the calendar and write the circled date in the purple box below.

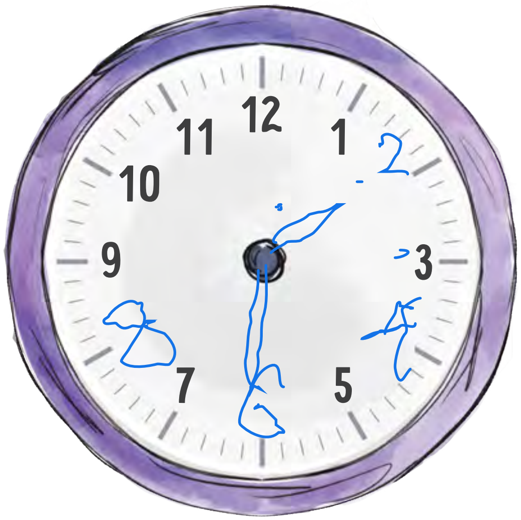
March 1910

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

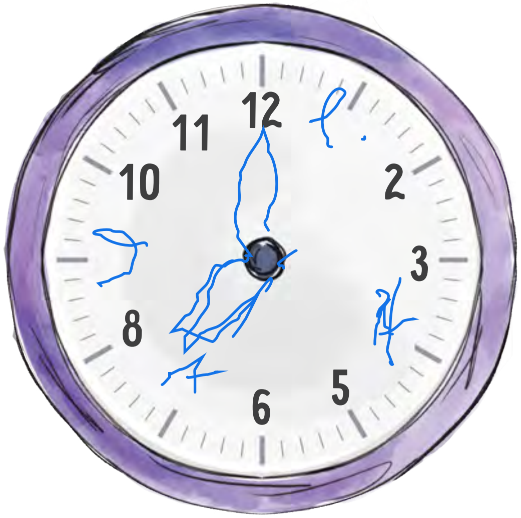
Complete each problem.

$$\begin{array}{r} 4 \\ +\ 1 \\ \hline 5 \end{array} \qquad \begin{array}{r} 3 \\ +\ 1 \\ \hline 4 \end{array} \qquad \begin{array}{r} 5 \\ +\ 1 \\ \hline 6 \end{array}$$

On each clock fill in the missing numbers and draw the clock hands to show the time given.



2:30



7:00

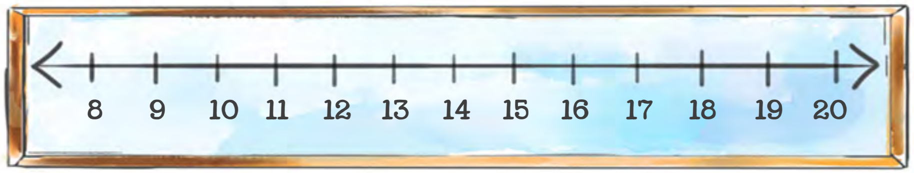
Lesson 6

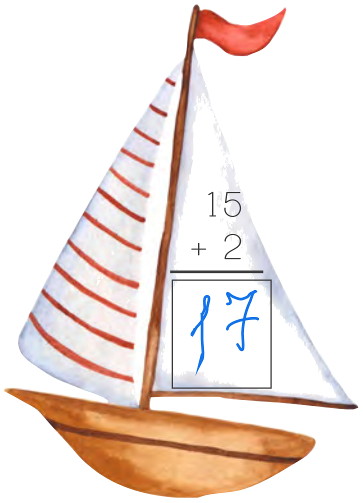
ADDING ON 2/ WRITING 17-20

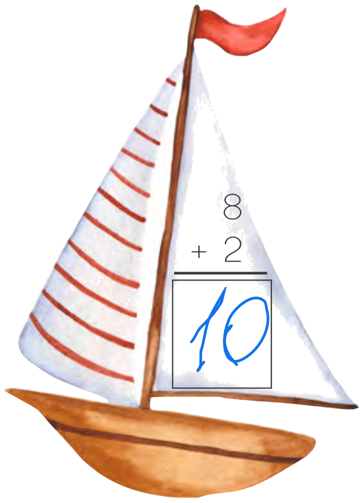
Have the child practice items that are not mastered.

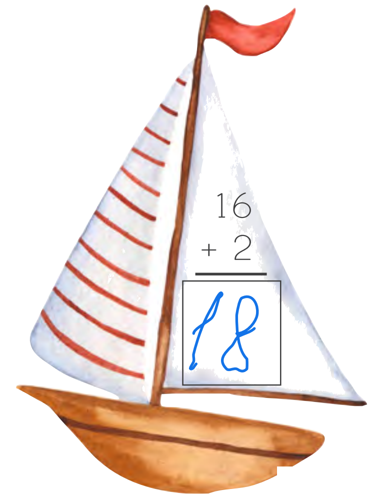
- Count from 80 to 100.
- Watch the "Months of the Year Song" video.

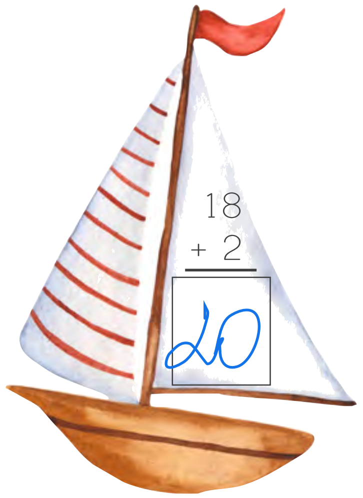
○ Read to the child: Let's practice adding 2 to a number. Place your finger on number 8 on the number line. Figure out what 8 + 2 is by counting up 2 numbers from 8. [10] Repeat for 12 + 2, 15 + 2, 18 + 2. Have the child complete the problems on the boats. Use the number line if needed. Make sure the child forms the numbers correctly.

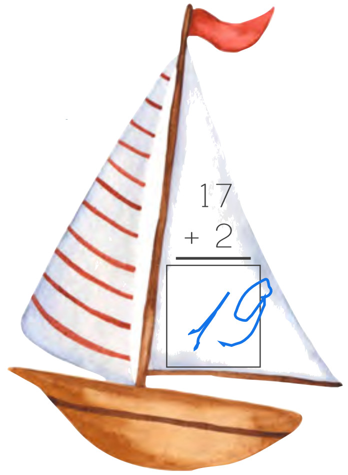


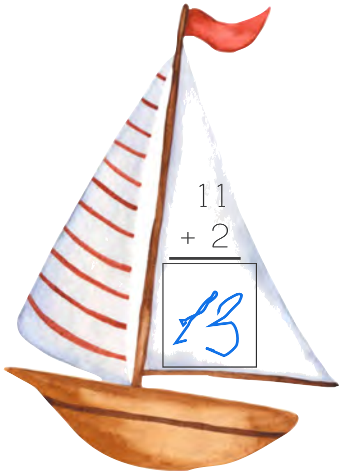










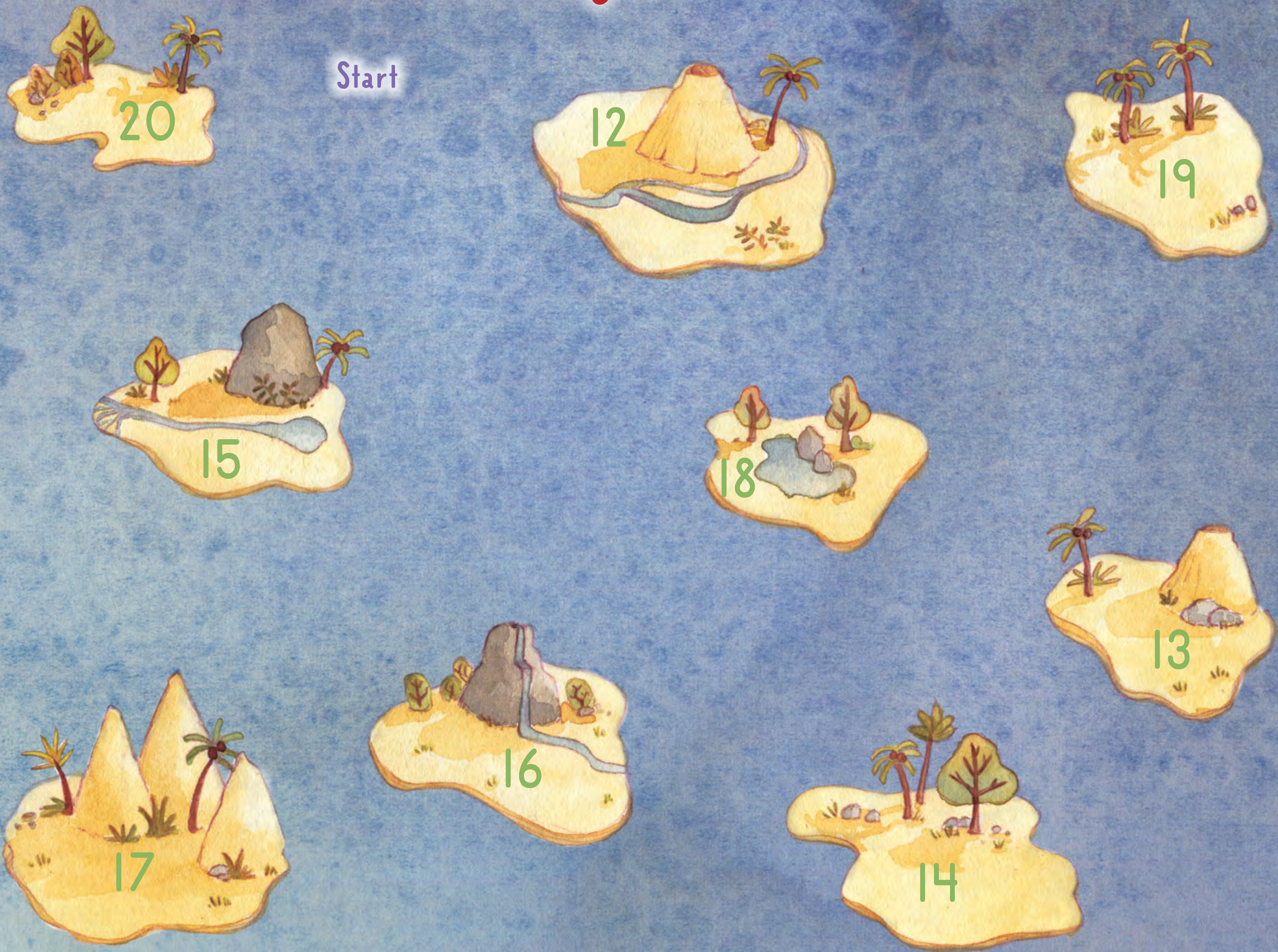


○ **That's My Island Game:** Have the child choose any boat from the math box. Read to the child: We are going to play a game called "That's My Island!"

1. On a piece of paper, write down a number between 12 and 20 and don't let me see it. Place your boat on "Start" on the next page.
2. I will say an addition problem aloud. You sail your boat to the island that has the answer to the problem. Use the number line if needed. Once you land on the island that has the number you wrote down, say, "That's my island!" and the game is over. Play as many times as desired.

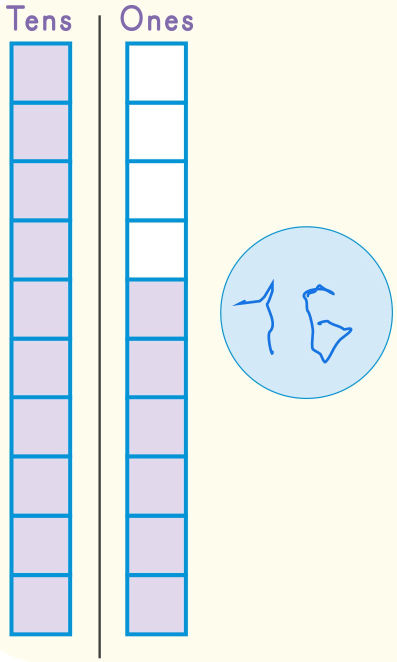
Say the following aloud in any order: 10 + 2, 11 + 2, 12 + 2, 13 + 2, 14 + 2, 15 + 2, 16 + 2, 17 + 2, 18 + 2.

That's My Island!


Start
20
12
19
15
18
13
17
16
14

REVIEW

In each blue circle, write the number represented by each set of ten sticks.



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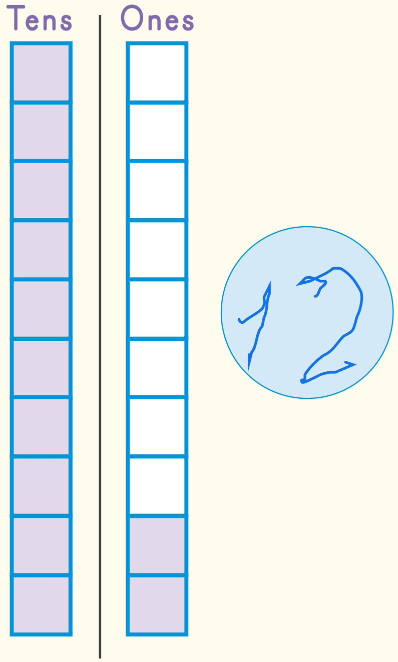
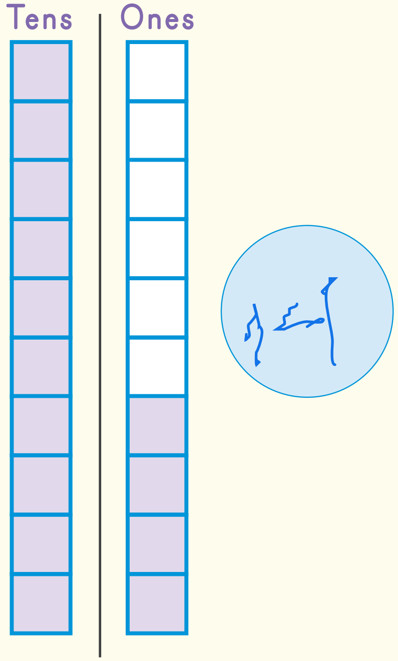


12



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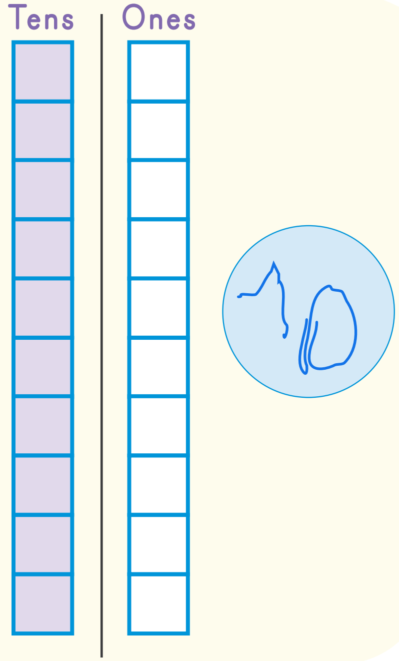
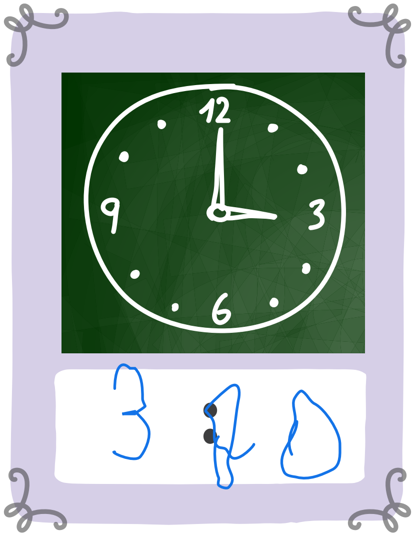
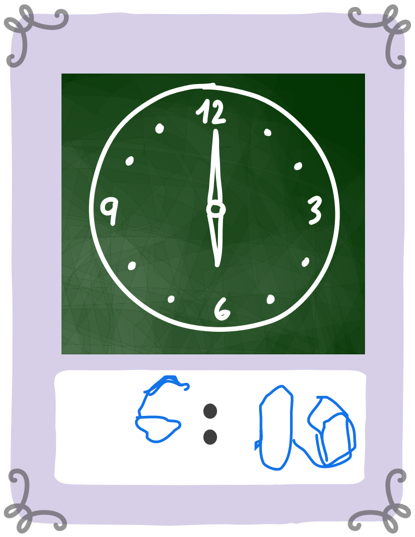


10

Write the time shown by each clock.

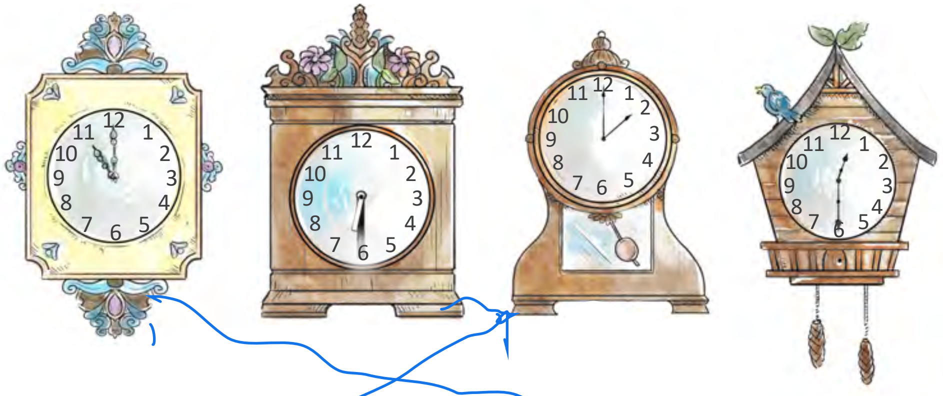


3:40



6:00

Draw a line from the clock to the matching time.



2:00 12:30 6:30 11:00

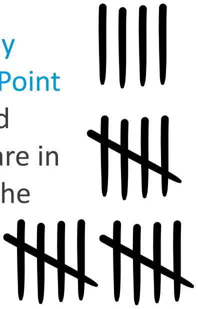
Lesson 7

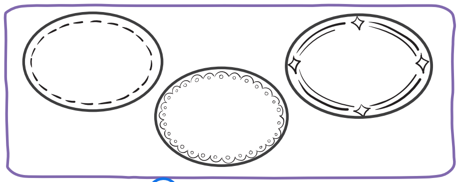
TALLY MARKS

Have the child practice items that are not mastered.

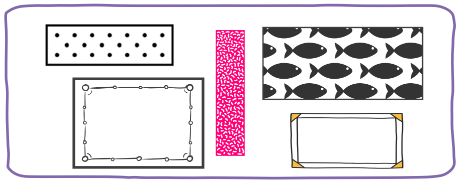
- Draw a circle going clockwise.
- Count by 10s to 100.

○ Read to the child: A tally is a way to record your counting. Point to the 4 tally marks. Here are four tally marks. Point to the 5 tally marks. The fifth tally mark is slanted across the others like this. Point to the 10 tally marks. Notice how every fifth tally mark is slanted across the others like this. You try it. First, tell me what shapes are in each box below. [ovals, rectangles, squares, triangles] Then, in the purple boxes, draw tally marks to count the number of shapes in each box. Complete all four sets.





3



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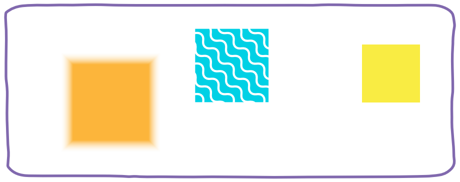
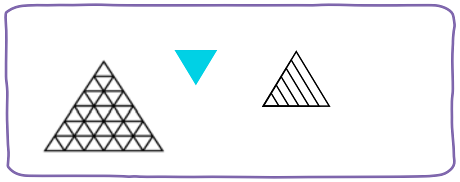
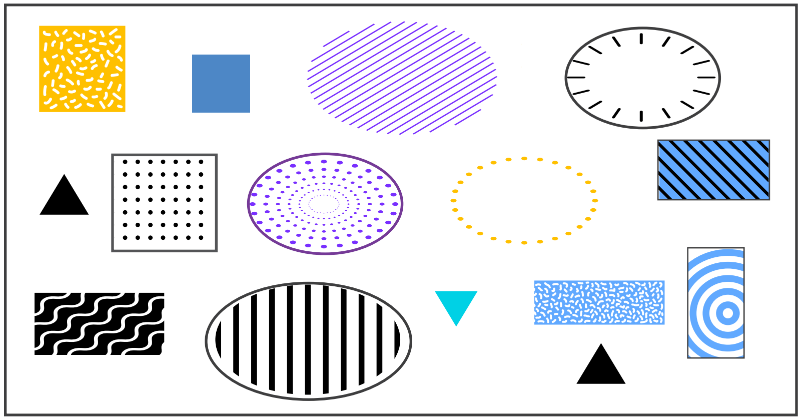


3 3



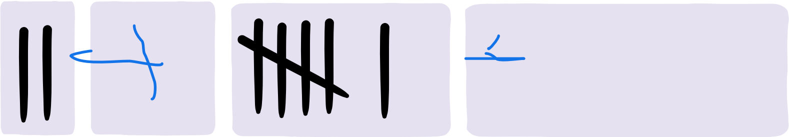
3

○ Have the child count each type of shape in the box and then fill in the chart with tally marks to show how many of each shape is in the box. Finally, have the child say which shape has the most tally marks.



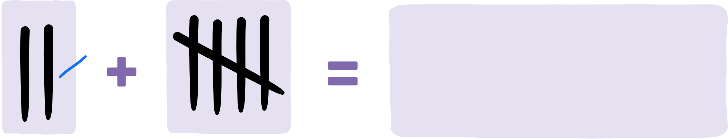
Rectangles (without 4 equal sides)	3	Triangles	4
Ovals	3	Squares (rectangles with 4 equal sides)	5

○ Counting by 2s, have the child fill in the missing tally marks in the boxes.



4

○ Have the child answer the problem with tally marks.



REVIEW

Complete each problem.

$$\begin{array}{r} 3 \\ +\ 3 \\ \hline 6 \end{array} \qquad \begin{array}{r} 2 \\ +\ 3 \\ \hline 5 \end{array} \qquad \begin{array}{r} 4 \\ +\ 2 \\ \hline 6 \end{array} \qquad \begin{array}{r} 4 \\ +\ 3 \\ \hline 7 \end{array}$$

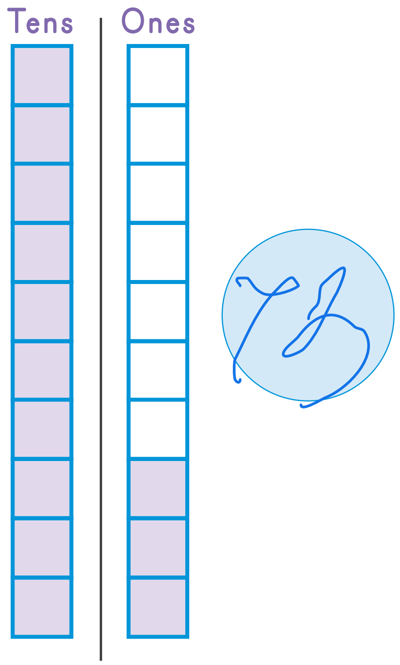
Fill in the missing numbers on the calendar and write the circled date in the purple box below.

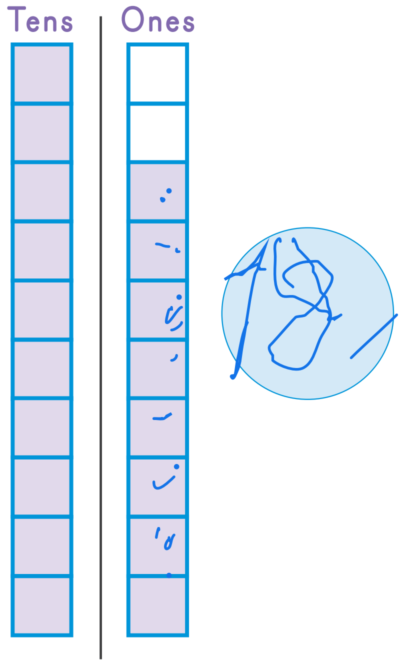
April 2022						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11					
			20	◯21	22	23
24	25	26	27	28	29	30

Complete each problem.

$$\begin{array}{r} 3 \\ +\ 2 \\ \hline 5 \end{array} \qquad \begin{array}{r} 2 \\ +\ 1 \\ \hline 3 \end{array} \qquad \begin{array}{r} 4 \\ +\ 1 \\ \hline 5 \end{array}$$

In each blue circle, write the number represented by each set of ten sticks.





Lesson
8

COUNTING BY 5s TO 30

Have the child practice items that are not mastered.

- Count by 10s from 10 to 100.
- Watch the "Months of the Year Song" video.
- Draw seven tally marks.
- Write "14" on the whiteboard. What digit is in the ones place? [4] Tens place? [1]

○ Read to the child: Let's practice counting by 5s. When we skip count, or "count by" a number, we add the same number over and over. So, to count by 5s, we add 5 each time. Let's see how that works on the chart below. Using any color you want, color in every fifth number starting at 5. Do you notice a pattern? All the numbers end in 5 or 0.

○ Read to the child: Using the chart below, fill in the blanks by counting by 5s to 30.

5, ______, 15, 20, ______, 30

5, 10, _____, _____, 25, 30

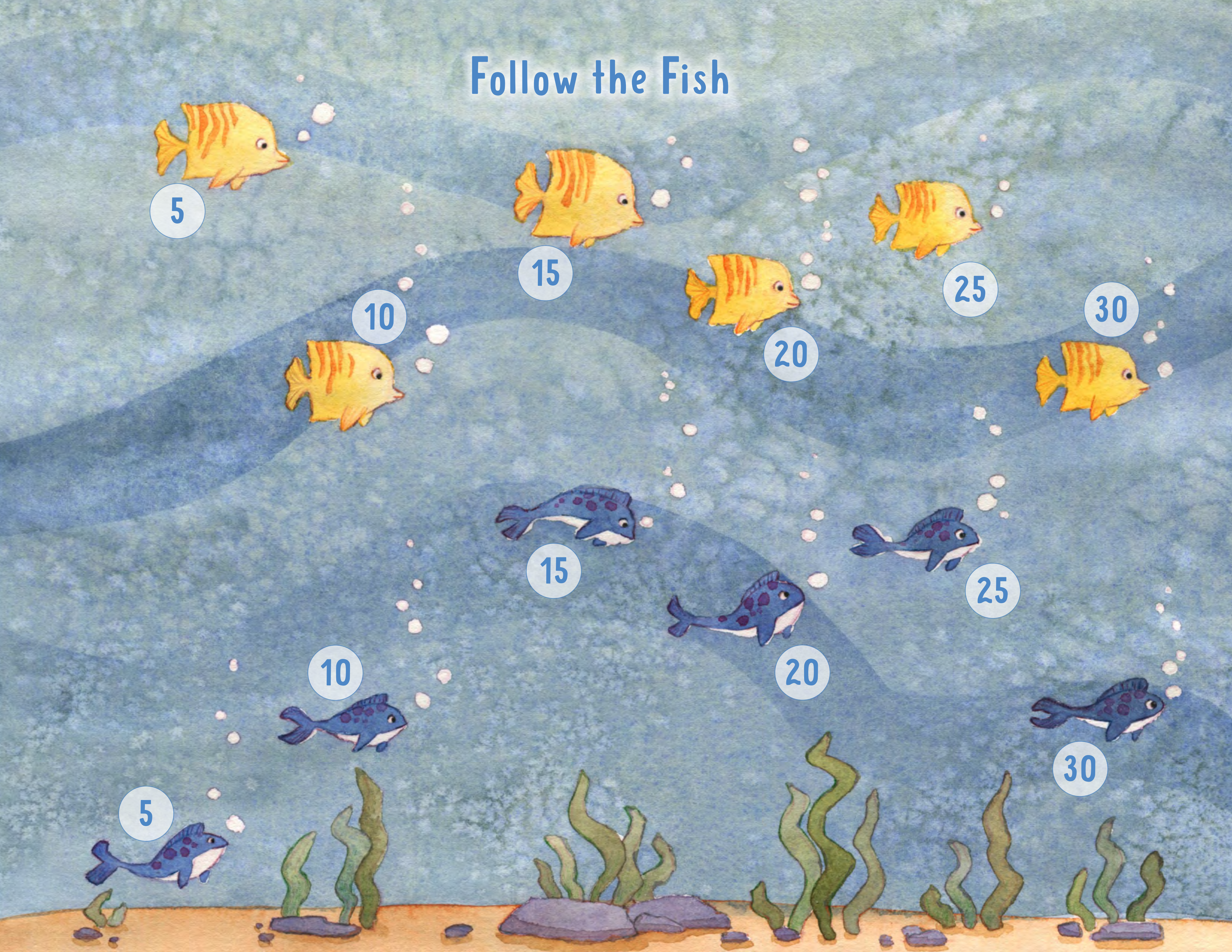
○ Read to the child: Adding 5 + 5 + 5 is easy if we use skip counting. Write the answer to the problem.

$5 + 5 + 5 =$ 15

○ **Follow the Fish Game:** Take a boat from the math box and give it to the child. The activity is on the next page. Read to the child: With the boat, follow the yellow fish through the ocean by starting at the number 5. Say the number aloud as the boat passes each fish. Have the child repeat this activity with the group of blue fish. Repeat the activity as many times as desired.

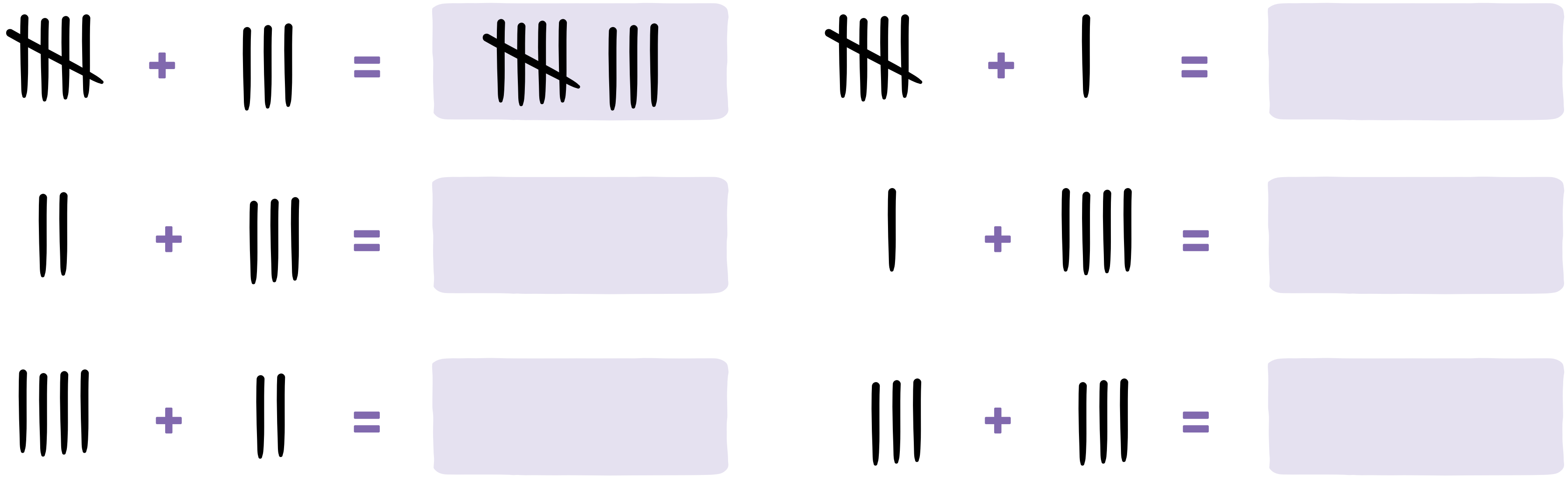
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Follow the Fish

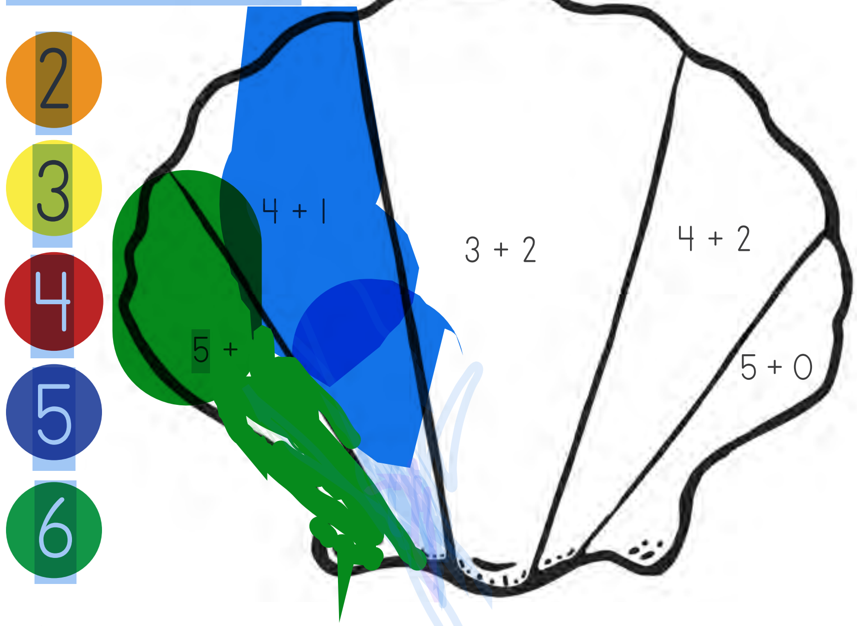

5
10
15
20
25
30
5
10
15
20
25
30

REVIEW

Answer the problems with tally marks. The first one is completed as an example.



Color by number. Complete the problems, and then color each section based on the chart below.



Fill in the missing numbers.

15, 16, ______, 18, ______, 20

______, 16, 17, 18, 19, ______

15, ______, 17, ______, 19, 20

Lesson
9

PLACE VALUE: THE 20s/ WRITING 21-29

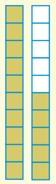
Have the child practice items that are not mastered.

- Draw a circle going clockwise.
- Count from 60 to 80.

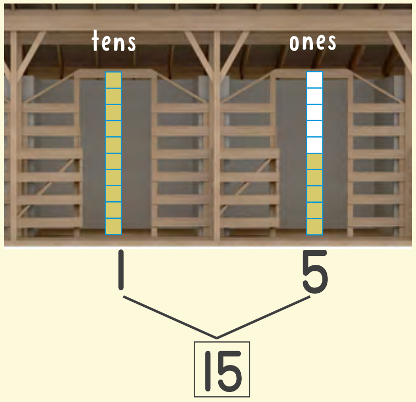
○ Cut out the stable and ten sticks on page 27. Read to the child: Let's review place value and learn about place value in the twenties.

Do you know what kind of animal is on this page? [donkey] Donkeys are smart and strong. They are shorter than horses and have longer ears, but they eat hay like horses. Let's see how many blocks of hay will go in the donkey's stable for wintertime.

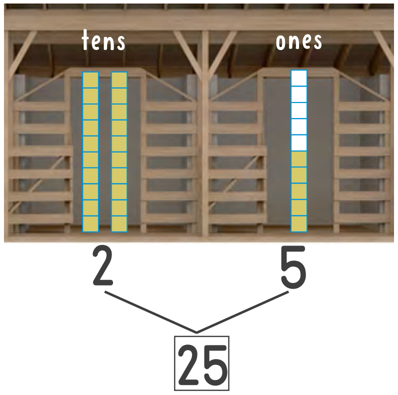
Lay out the stable you cut out on a whiteboard or piece of paper. Point to the ones stable. This is the stable that shows the ones place. In the ones place, we put a ten stick that does not have all ten of its blocks filled in. Point to the tens stable. This is the stable that shows the tens place. Once a ten stick has all ten blocks filled in, we move it from the ones place to the tens place.

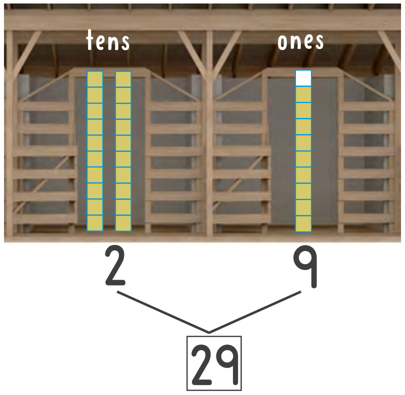


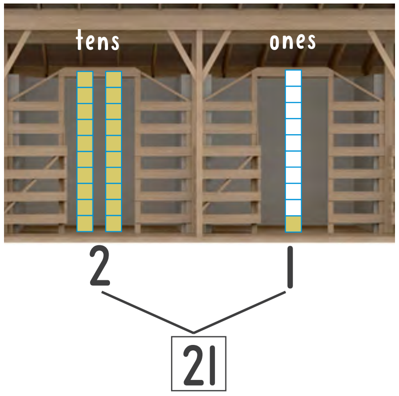
Hand the child these pieces. Have the child put the ten stick that is not full in the ones stable and the full ten stick in the tens stable. Have the child tell you how many blocks are filled in on the ten stick in the ones place [5] and write "5" below that stable. Next, have the child tell you how many full ten sticks are in the tens place [1] and write "1" below the tens stable, as shown at the right. Explain that the digit 1 is representing 10. Ask the child what number has been created. [15] Explain to the child that the number 15 means it has 1 ten and 5 ones.

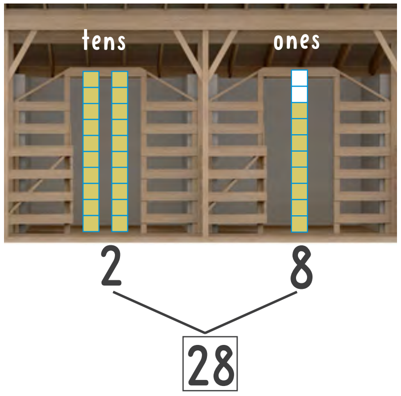


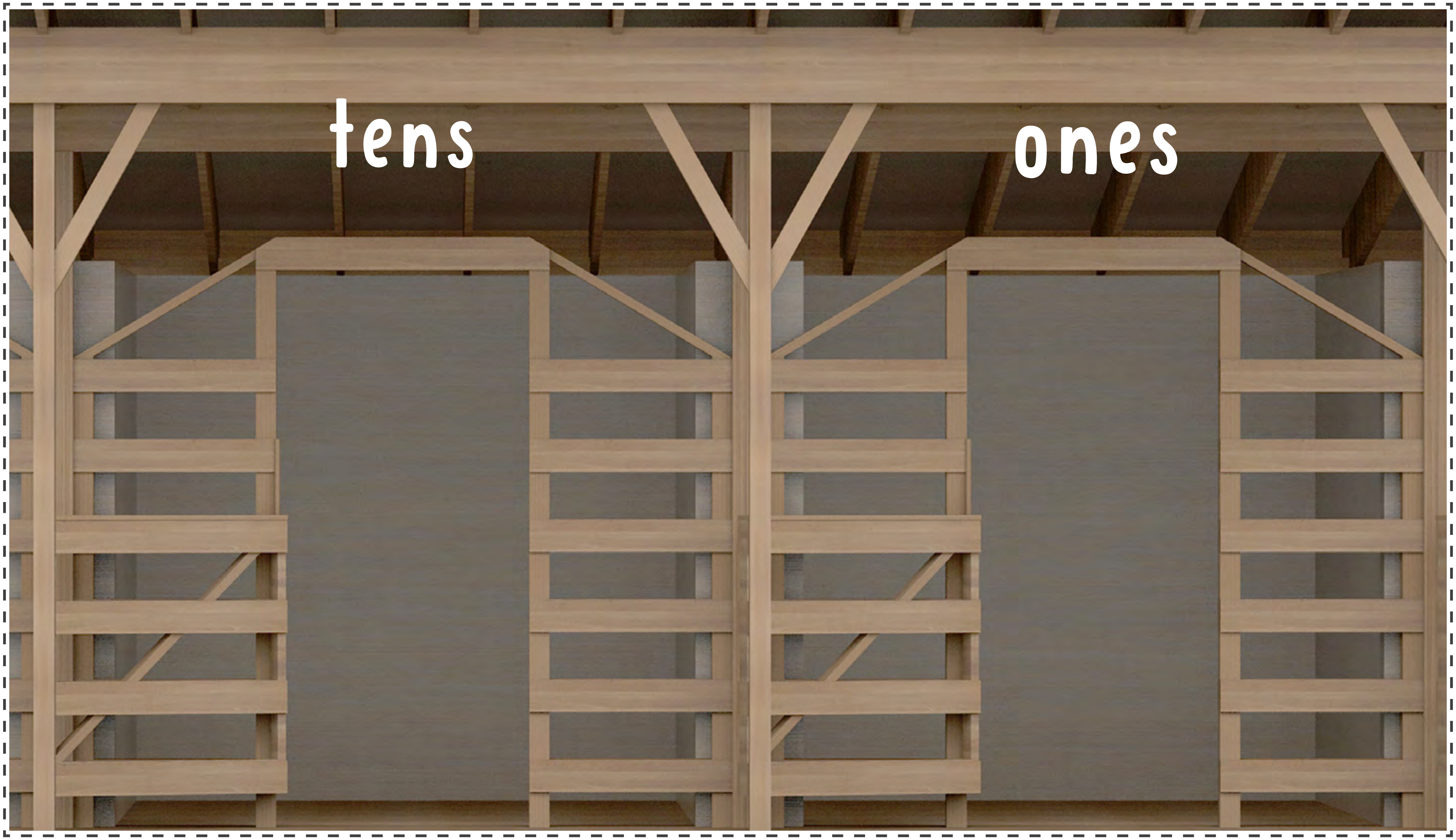
○ Repeat the activity for all the ten sticks you have cut out, having the child write on the whiteboard or paper. Here is how some of the stables will look when completed.

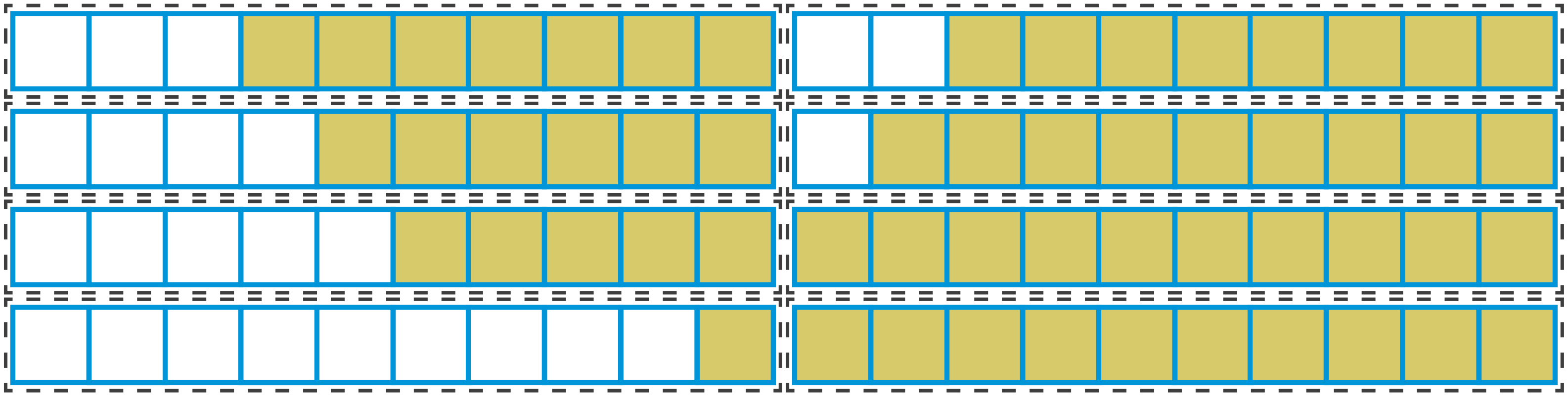








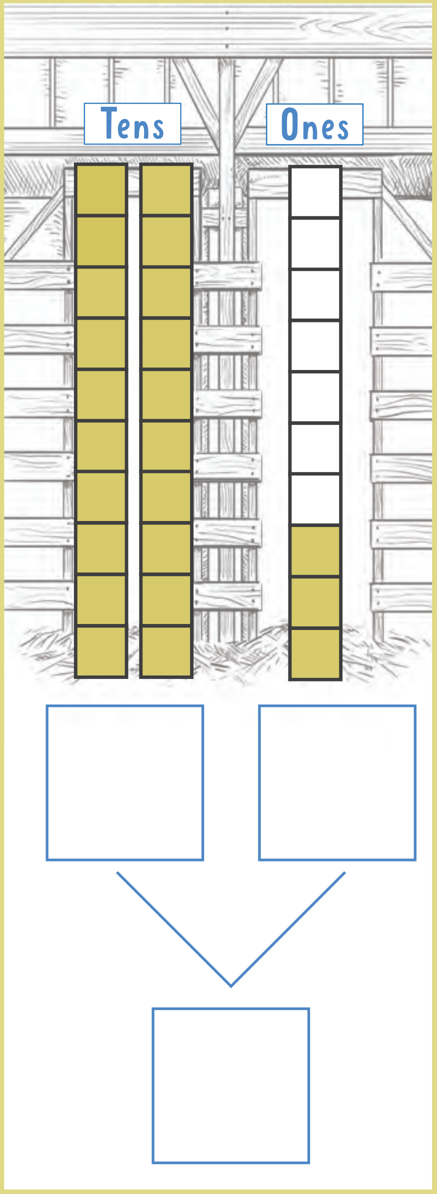

tens
ones

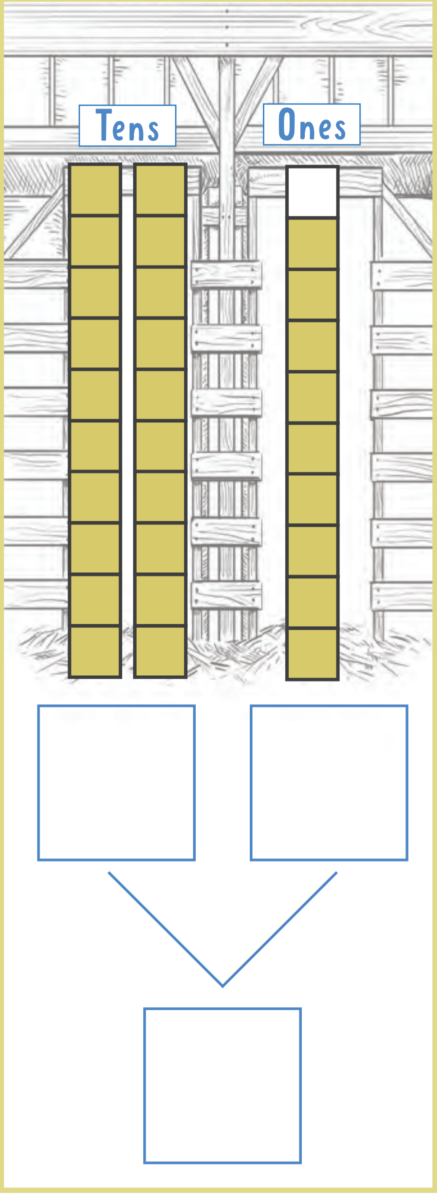


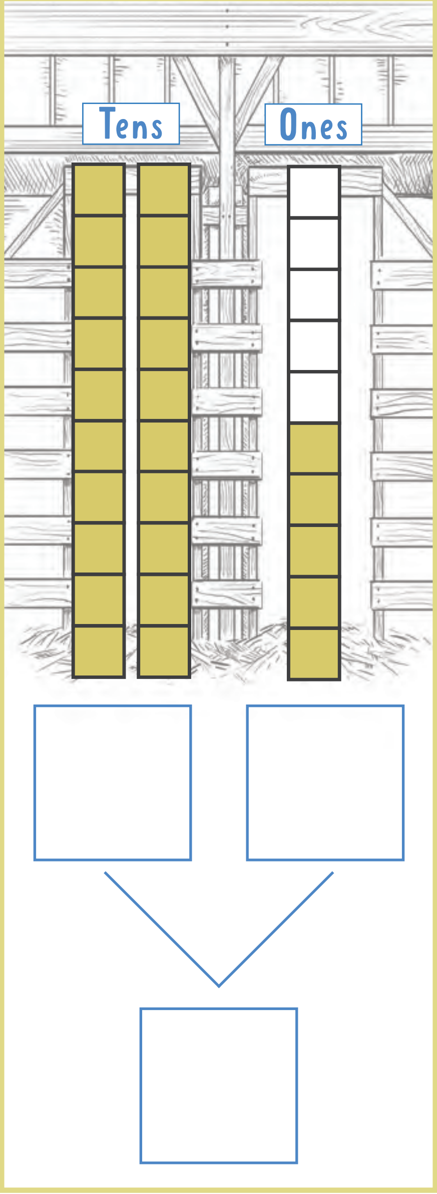
This page is blank for double-sided printing purposes.

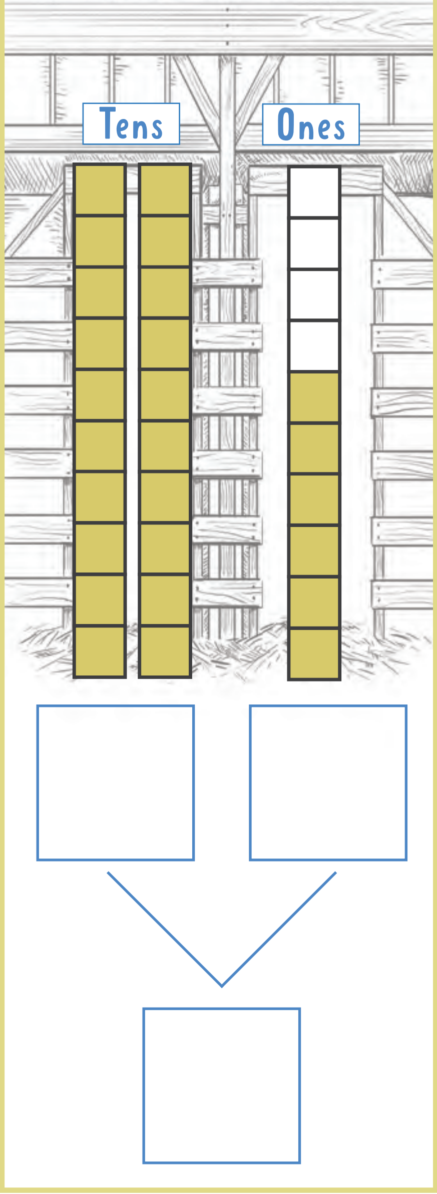
How Many BALES of HAY?

○ Have the child write how many blocks are filled in the ones column, how many full ten sticks are in the tens column, and then the number that is represented by all the blocks.





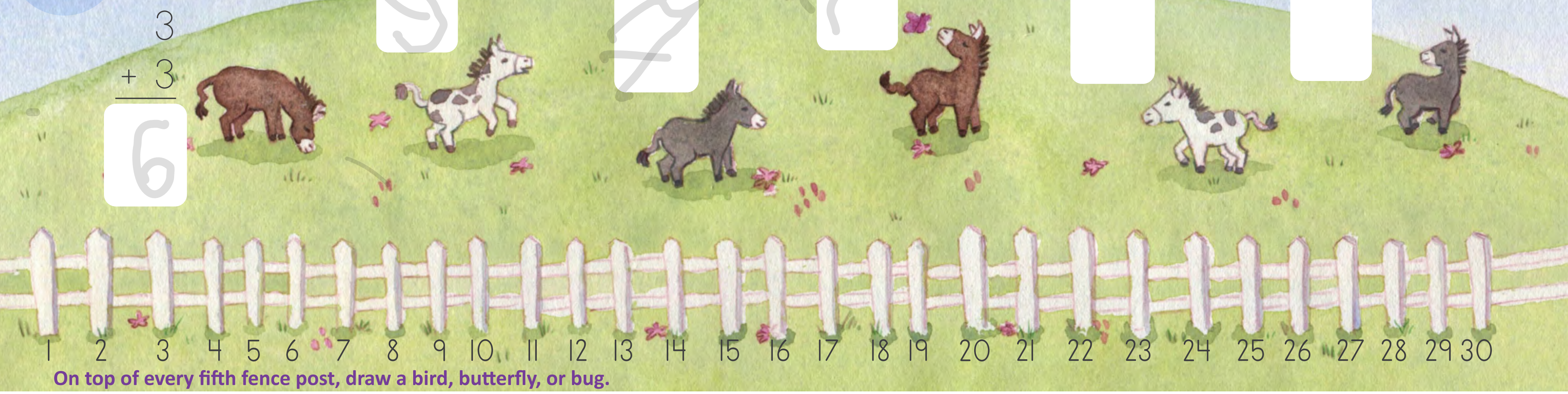




REVIEW

Baby Donkey Addition

To find out how many weeks old each donkey is, complete the addition problems.


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

$\begin{array}{r} 3 \\ +\ 3 \\ \hline 6 \end{array}$

$\begin{array}{r} 7 \\ +\ 2 \\ \hline 9 \end{array}$

$\begin{array}{r} 5 \\ +\ 2 \\ \hline 7 \end{array}$

$\begin{array}{r} 4 \\ +\ 3 \\ \hline 7 \end{array}$

$\begin{array}{r} 5 \\ +\ 4 \\ \hline \end{array}$

$\begin{array}{r} 4 \\ +\ 4 \\ \hline \end{array}$

On top of every fifth fence post, draw a bird, butterfly, or bug.

Write the missing numbers, counting from 21 to 26.

21			24		

Count by 5s to find the missing numbers. Write them in the boxes.

5		15			30

Lesson

10

EVEN AND ODD NUMBERS: PART 1

Have the child practice items that are not mastered.

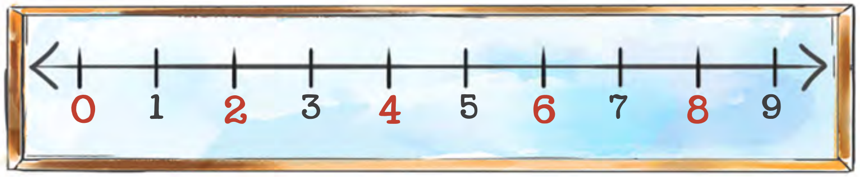
- Take the blue clocks from the math box and say the time on each.
- Write "20" on the whiteboard. What digit is in the ones place? [0] Tens place? [2] Write "16." What digit is in the ones place? [6] Tens place? [1]

○ Read to the child: All numbers can be divided into two categories, ***even numbers*** and ***odd numbers***. Even numbers are numbers that can be divided in half with nothing left over. If you split an even number of marbles with a buddy, you would both get the same amount with nothing left over. Take three boats from the math box.

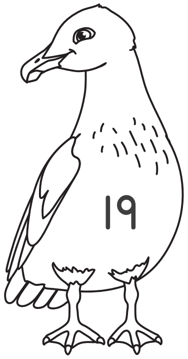
The number 2 can be divided in half equally. It is an even number. Take two boats. Place them next to each other. Here we have 2 boats. We can each have 1 boat. Have the child keep one boat and give one to you. This means that we have divided the boats equally between us. There are no boats left over. Collect both boats and place them in between you and the child, along with the third boat.

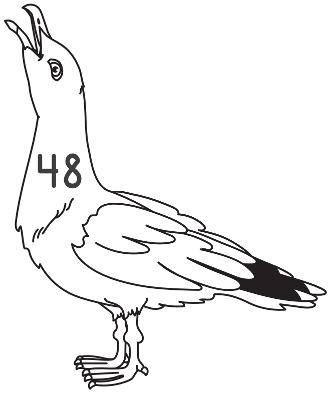
The number 3 cannot be divided in half equally without having 1 left over. Take the three boats. Place them next to each other. Here we have 3 boats. We can each have 1 boat, but there is still 1 left! Have the child take one boat, give one boat to you, and place the remaining boat on the course book. This means that we cannot divide 3 in half with nothing left over. When we share with 1 buddy, there is a boat left. Three is an odd number.

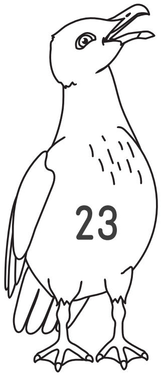
○ Read to the child: If we look at even numbers on a number line, the even numbers are every other number, starting at 0. On this line the even numbers are red. Have the child read and touch the even numbers and then the odd numbers. If desired, have the child count items (like crayons) for even and odd numbers to show how even numbers can be divided into equal groups and odd numbers cannot.

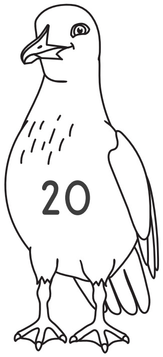


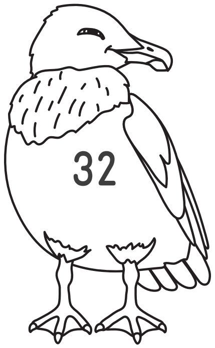
○ Read to the child: All even numbers are numbers that have 0, 2, 4, 6, or 8 in the ones place. Write "24" on the whiteboard. What digit is in the ones place? [4] Is 4 even or odd? [even] So that means 24 is even. Repeat with the numbers 31, 59, 96, 13. Now it's your turn. Color the seagulls with even numbers gray. Color the seagulls with odd numbers blue.

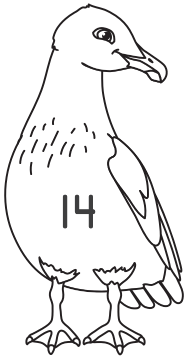












REVIEW

Complete each problem.

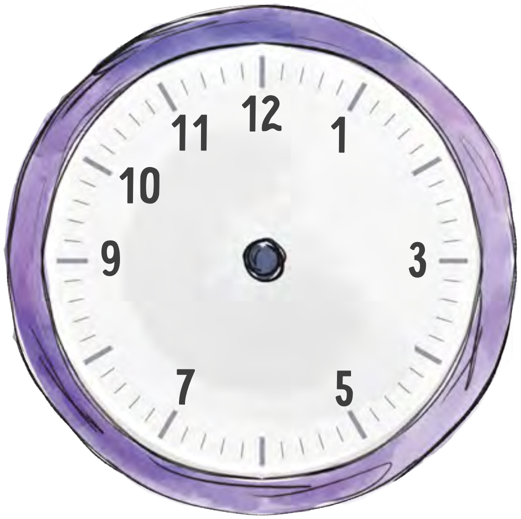
11 + 2 =

12 + 2 =

10 + 2 =

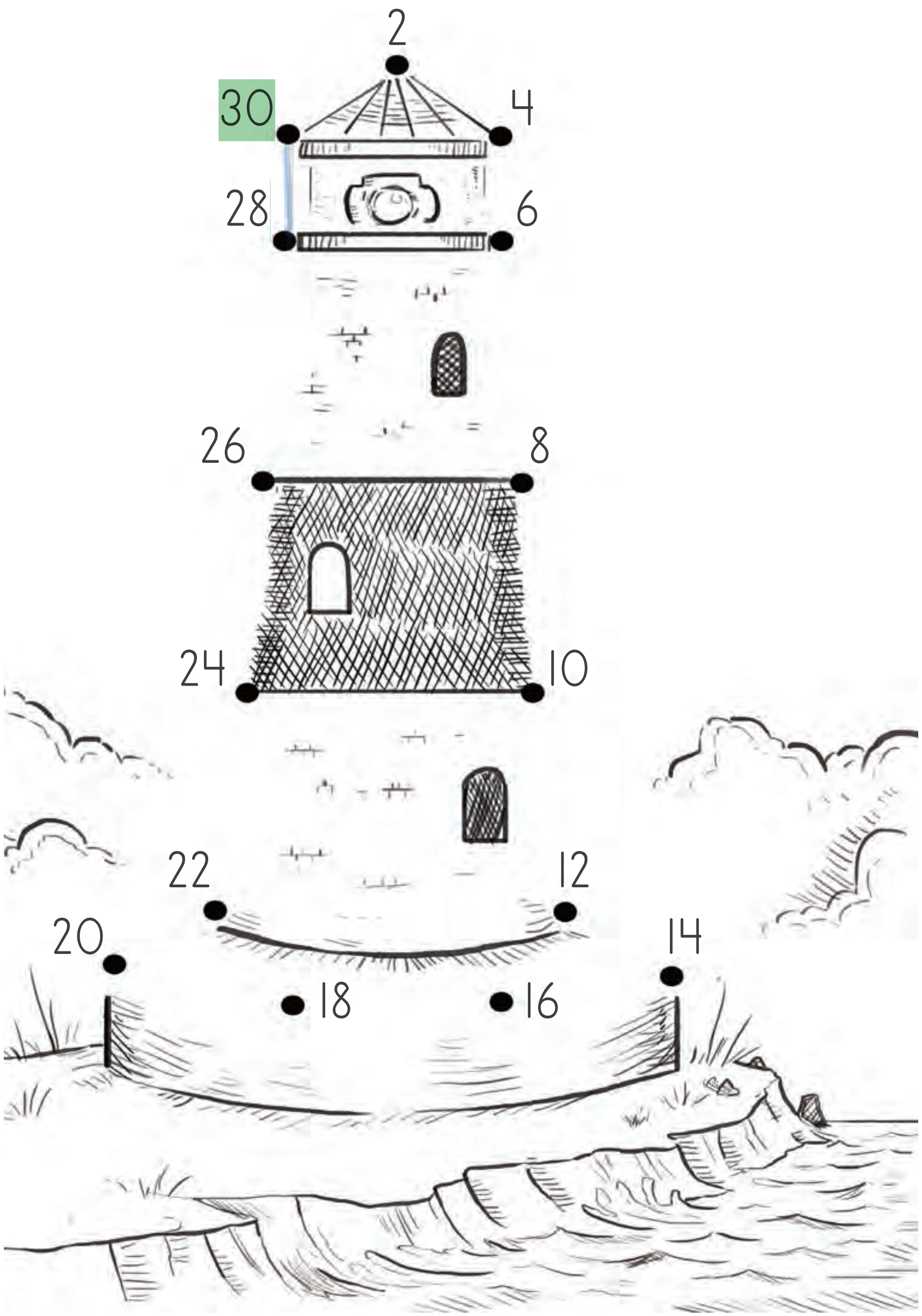
14 + 2 =

Fill in the missing numbers and draw the clock hands to show the time given.


12
1
3
5
7
9
10
11

7:30

Complete the dot-to-dot puzzle, counting by 2s, and then color the scene.


2
4
6
8
10
12
14
16
18
20
22
24
26
28
30

Lesson
11

WRITING ONE, TWO, THREE/ORDER OF EVENTS

Have the child practice items that are not mastered.

- Write "24" on the whiteboard. What digit is in the ones place? [4] Tens place? [2]
- Count by 10s from 10 to 100.
- Count from 60 to 80.

○ Read to the child: Today, we are going to learn how to spell the numbers 1, 2, and 3.

○ Watch the "How to Spell Numbers 1, 2, 3" video three or more times on The Good and the Beautiful Kids YouTube channel.

○ Have the child write the answer to each addition problem with a number word from the purple box.

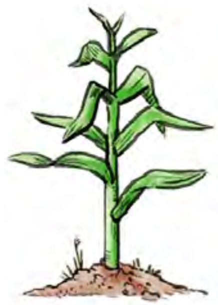
one two three

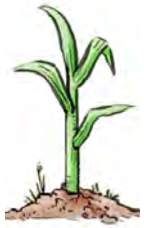
1 + 1 = ____________

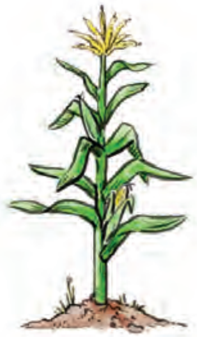
2 + 1 = ____________

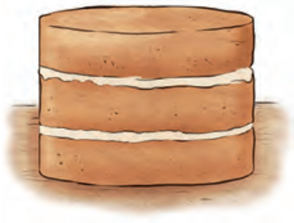
0 + 1 = ____________

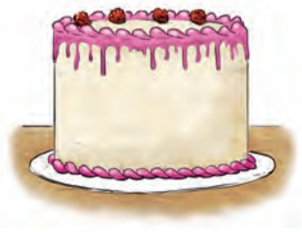
○ Read to the child: Events happen in a certain order. For example, you have to get out of bed before you can ride your bike in the morning. For each set of images below, determine in which order the events happen. Write "one," "two," or "three" below each picture to show the order in which it happens.

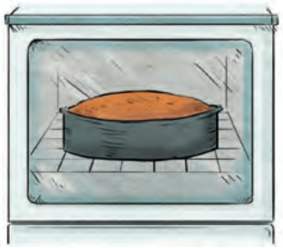








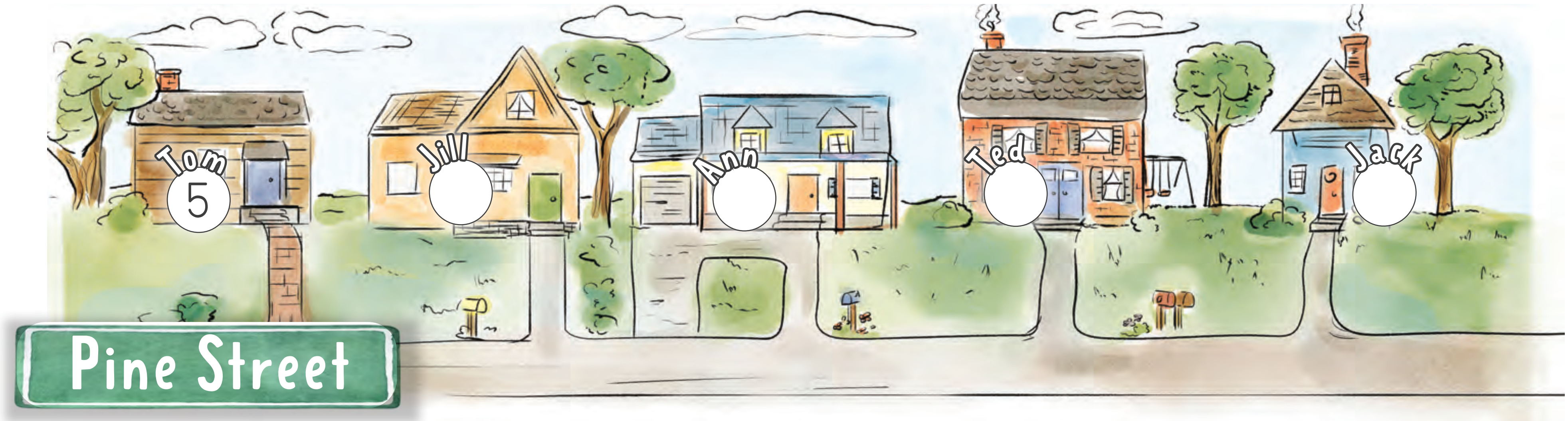




○ Have the child circle the right word answer for each problem.

1 + 2 = one two three

1 + 1 = one two three


Tom
5
Jill
Ann
Ted
Jack
Pine Street

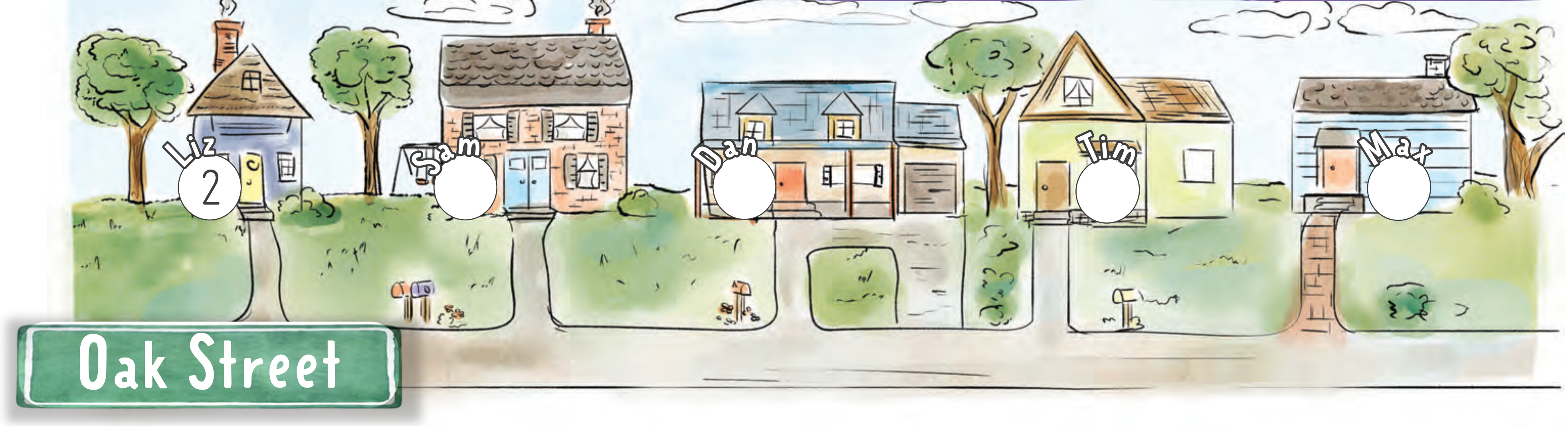
1. Write the house numbers for each house on Pine Street. The house numbers skip count by 5s and go in this order: 5, 10, 15, 20, 25.
2. Solve each addition problem by using skip counting. The answer is a house number. Circle whose house belongs to that house number.

5 + 0 Jill Tom

5 + 5 Jill Ann

5 + 5 + 5 Jill Ann

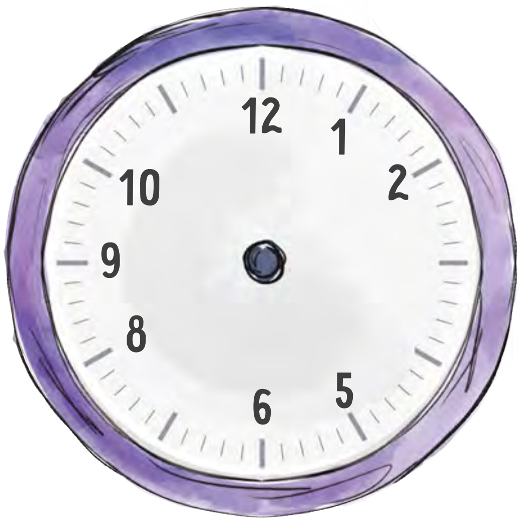
5 + 5 + 5 + 5 Ted Jack


Liz
2
Sam
Dan
Tim
Max
Oak Street

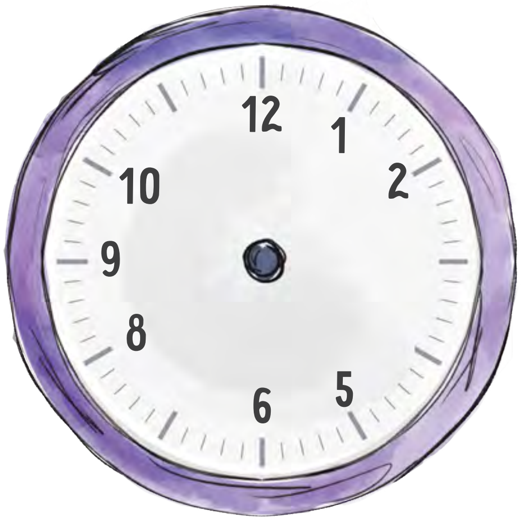
In the circles write the house numbers for each house on Oak Street. The house numbers skip count by 2s and go in this order: 2, 4, 6, 8, 10.

REVIEW

Fill in the missing numbers and draw the clock hands to show the time given.



4:30

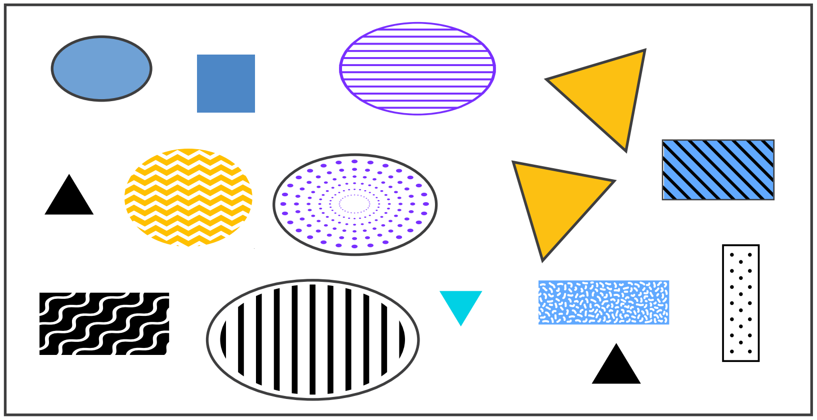


2:00

Complete each problem.

$$\begin{array}{r} 2 \\ +\;3 \\ \hline \boxed{} \end{array} \qquad \begin{array}{r} 7 \\ +\;1 \\ \hline \boxed{} \end{array} \qquad \begin{array}{r} 4 \\ +\;2 \\ \hline \boxed{} \end{array} \qquad \begin{array}{r} 6 \\ +\;1 \\ \hline \boxed{} \end{array}$$

Count each type of shape in the box, and then fill in the chart with tally marks to show how many of each shape are in the box.



Rectangles (without 4 equal sides)		Triangles	
Ovals		Squares (rectangles with 4 equal sides)	

Lesson
12

CALENDARS: PART 1

Have the child practice items that are not mastered.

- Watch the “Months of the Year Song” video.
- Write “27” on the whiteboard. What digit is in the ones place? [7] Tens place? [2]

○ Read to the child: Look at the beautiful world around you. What do you notice about the weather? Is it cold or hot? Are there plants beginning to grow, or are leaves starting to turn orange and fall to the ground? These are signs of the changing seasons. These changes occur in different months at various times all around the world.

Have the child write the name of the current month and year in the purple box at the right. Assist him or her with spelling as needed. Have the child draw characteristics of the current season in the “My Calendar” box. Options include colors of the leaves, plants growing, snow, or seasonal activities he or she enjoys. Then have the child look at the months written in green. One at a time, point to the months March, April, and May, and ask the child what month comes after that month.

February January May March June April

○ Read to the child: There are seven days in a week. Many calendars start their weeks with Sunday. Write in the first letter of the missing days of the week below. [S M T W T F S] Have the child write the first letter and then say the full name of the day aloud. Then point to one of the days of the week. What day of the week is this? If this day were today, what day would it have been yesterday? What day of the week would it be tomorrow? Repeat the activity starting on another day of the week.

S				T		

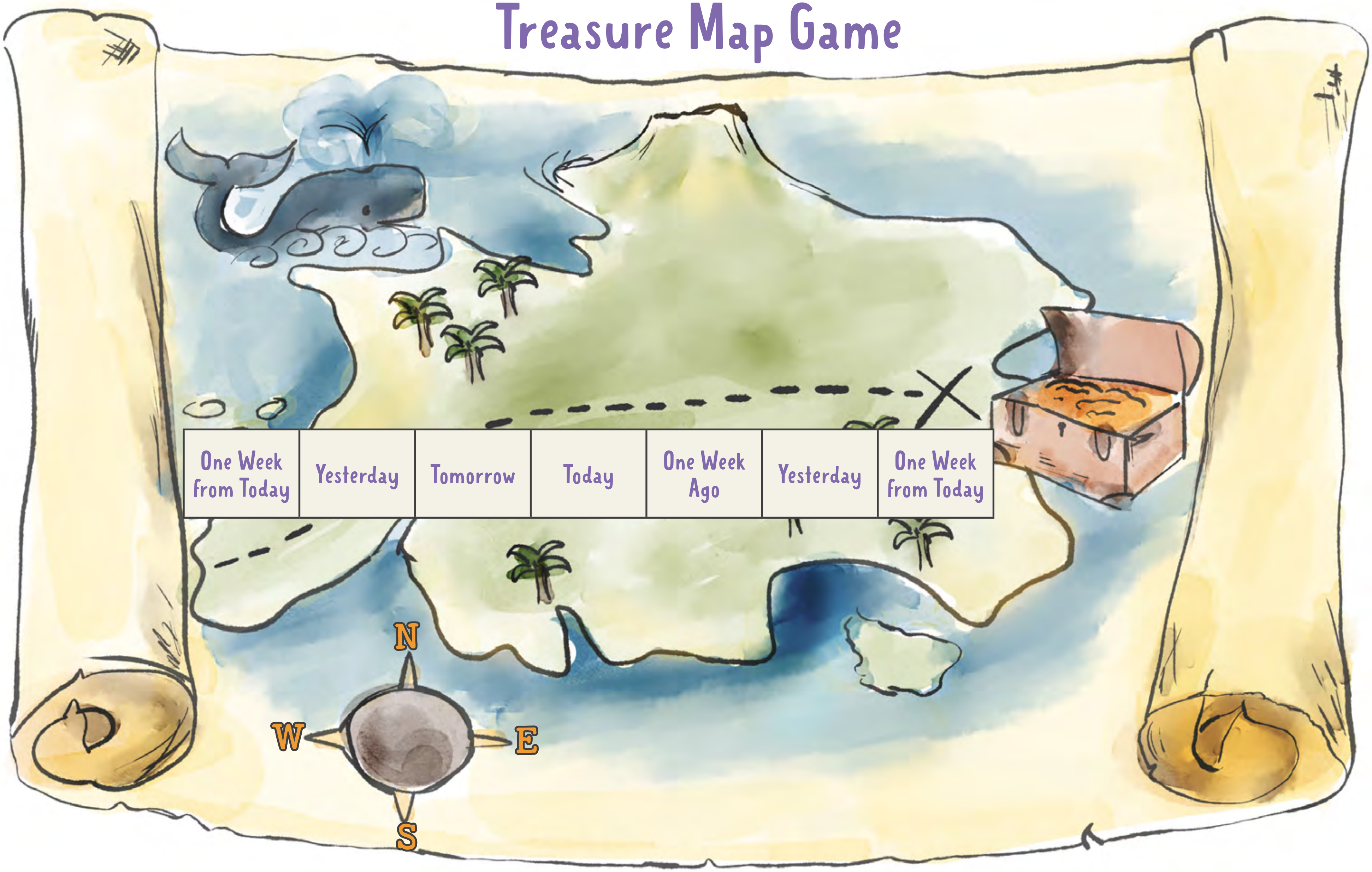
Fill in the blank calendar below with the days of the current month. Have the child point to the current date and tell you its day of the week.

MY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

○ **Treasure Map Game:** Take the left/right dice and a numbered dice from the math box and give them to the child. Read to the child: Place the numbered dice on the word "Today" to use as your marker. Let's suppose today is the 15th of the month. Find that date on the calendar you filled out on the previous page, circle it, and say the date. [month, day, year] Roll the left/right dice and move your marker left or right on the map. Find that day on the calendar and say it. Continue rolling the dice and moving your marker until you reach the treasure. If you reach "One Week from Today" on the left-hand side, go back to "Today." Repeat as many times as desired.

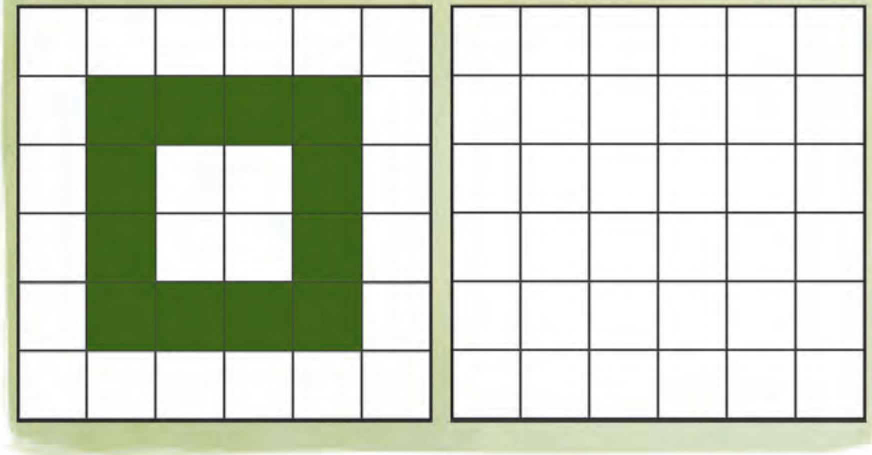
Treasure Map Game


One Week from Today
Yesterday
Tomorrow
Today
One Week Ago
Yesterday
One Week from Today
N
W
E
S

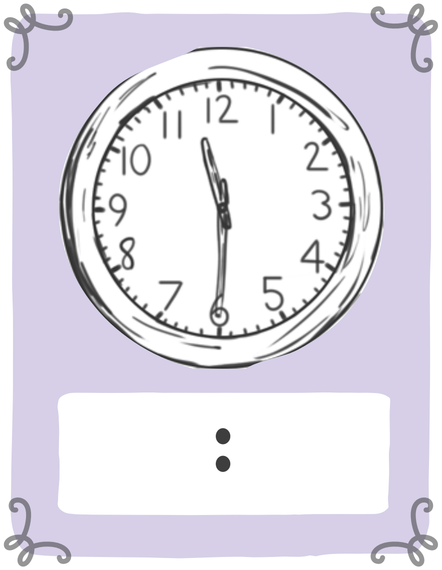
REVIEW

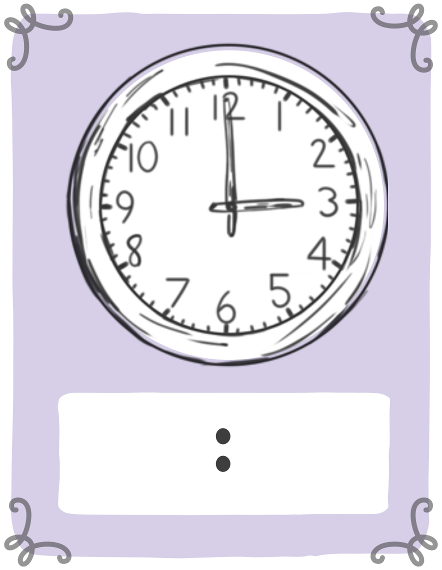
Square GriD

Color the squares on the right to match the squares on the left.



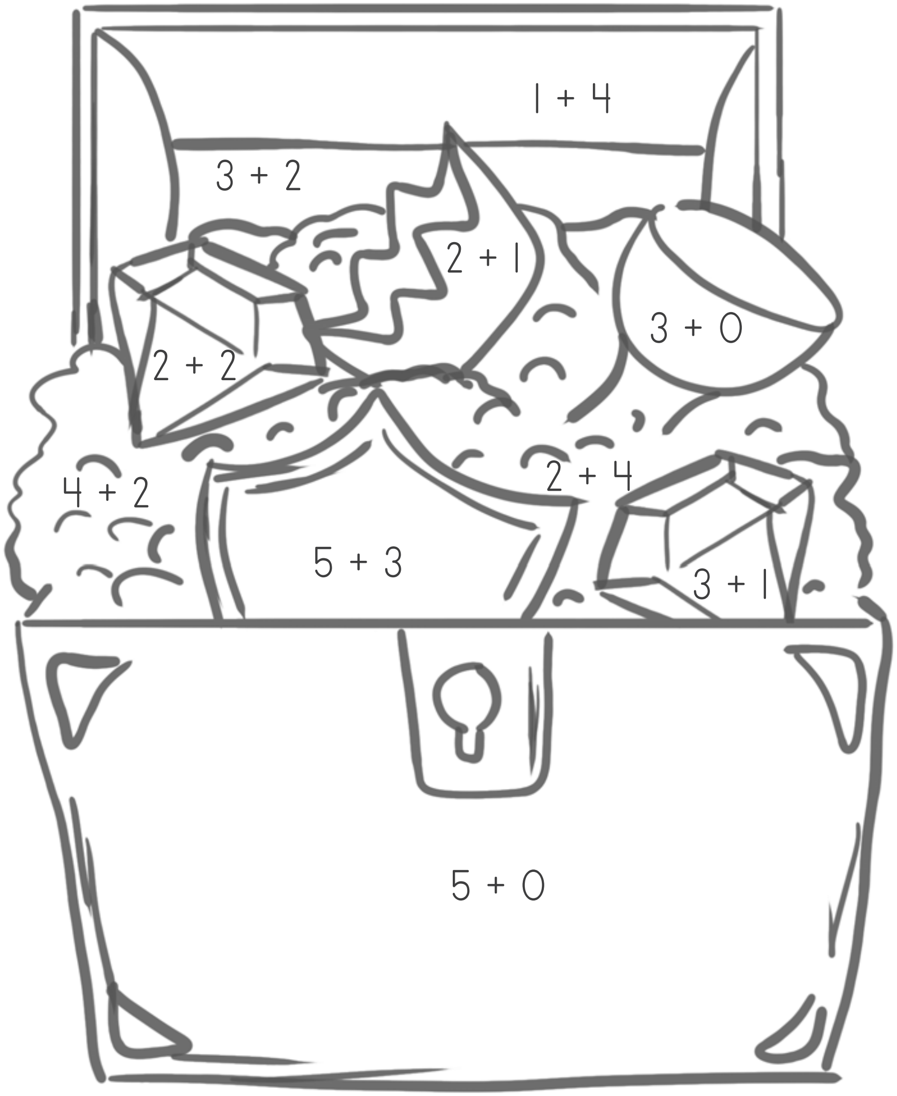
Write the time shown by each clock.





Color by number. Complete the problems, then color the picture based on the chart below.

🟨	🟥	🟫	🟧	🟪
3	4	5	6	8


1 + 4
3 + 2
2 + 1
3 + 0
2 + 2
4 + 2
2 + 4
5 + 3
3 + 1
5 + 0

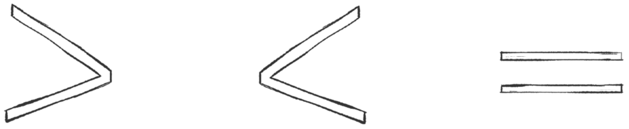
Lesson 13

GREATER THAN, LESS THAN, EQUAL TO

Have the child practice items that are not mastered.

- Lay out the blue clocks from the math box and say the time on each.
- Watch the "How to Spell Numbers 1, 2, 3" video one or more times.

○ Read to the child: When comparing numbers, we use certain symbols to show if a number is greater than, equal to, or less than another number. The bigger side points to the bigger number, and the smaller side points to the smaller number. Point to the greater than symbol. ***Greater than*** has the mouth on the left side. Point to the less than symbol. ***Less than*** has the point on the left. The point should always be directed at the smaller number. Point to the equal symbol. This is the ***equal symbol***. Point to the less than symbol, greater than symbol, and equal symbol.

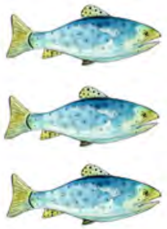


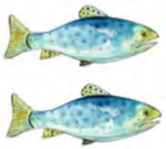
Greater Than

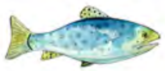
Less Than

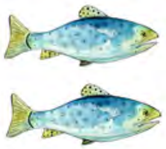
Equal

○ Cut out the birds on this page and give them to the child. Read to the child: It can help to think of a bird with its mouth wide open. Look how the birds' beaks look like greater than and less than signs. Let's suppose that the bird always wants to eat the larger number of fish, so the bird is going to open its beak toward the larger number. Place the correct bird in each blank box on the next column so that the bird's beak opens toward the greater number of fish or the greater number.







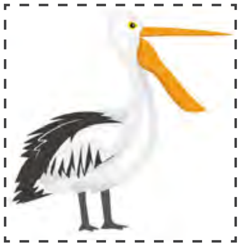


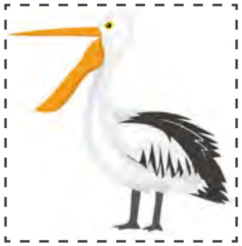
8

12

20

15





○ Read to the child: We can also use these symbols to compare problems. Write the correct symbol in the box.

3 + 2 ☐ 5 + 1

2 + 2 ☐ 3 + 1

4 + 2 ☐ 1 + 3

5 + 3 ☐ 2 + 6

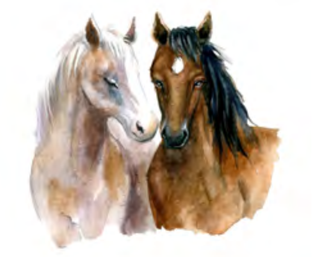
1 + 4 ☐ 5 + 2

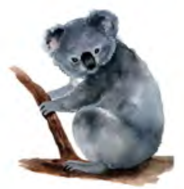
This area is blank for double-sided printing and cutting purposes.

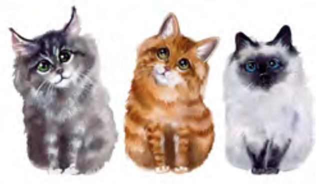
REVIEW

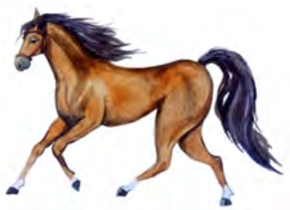
Write the word that represents the number of animals in each group. One word will be used more than once.

one two three









Count by 5s to find the missing numbers. Write them in the boxes.

5		15		25
30				50

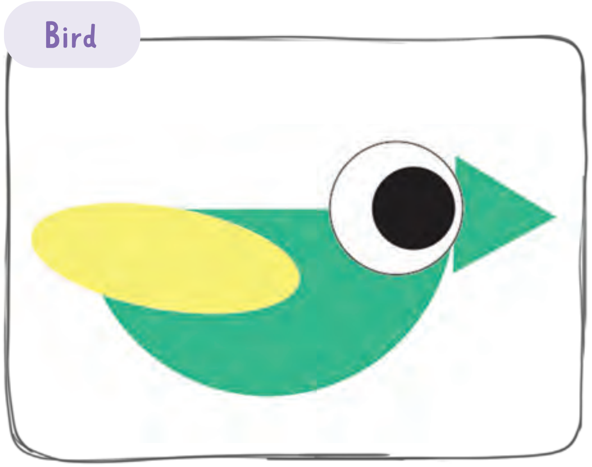
Complete each problem. Use the boxes above if needed.

5 + 5 =

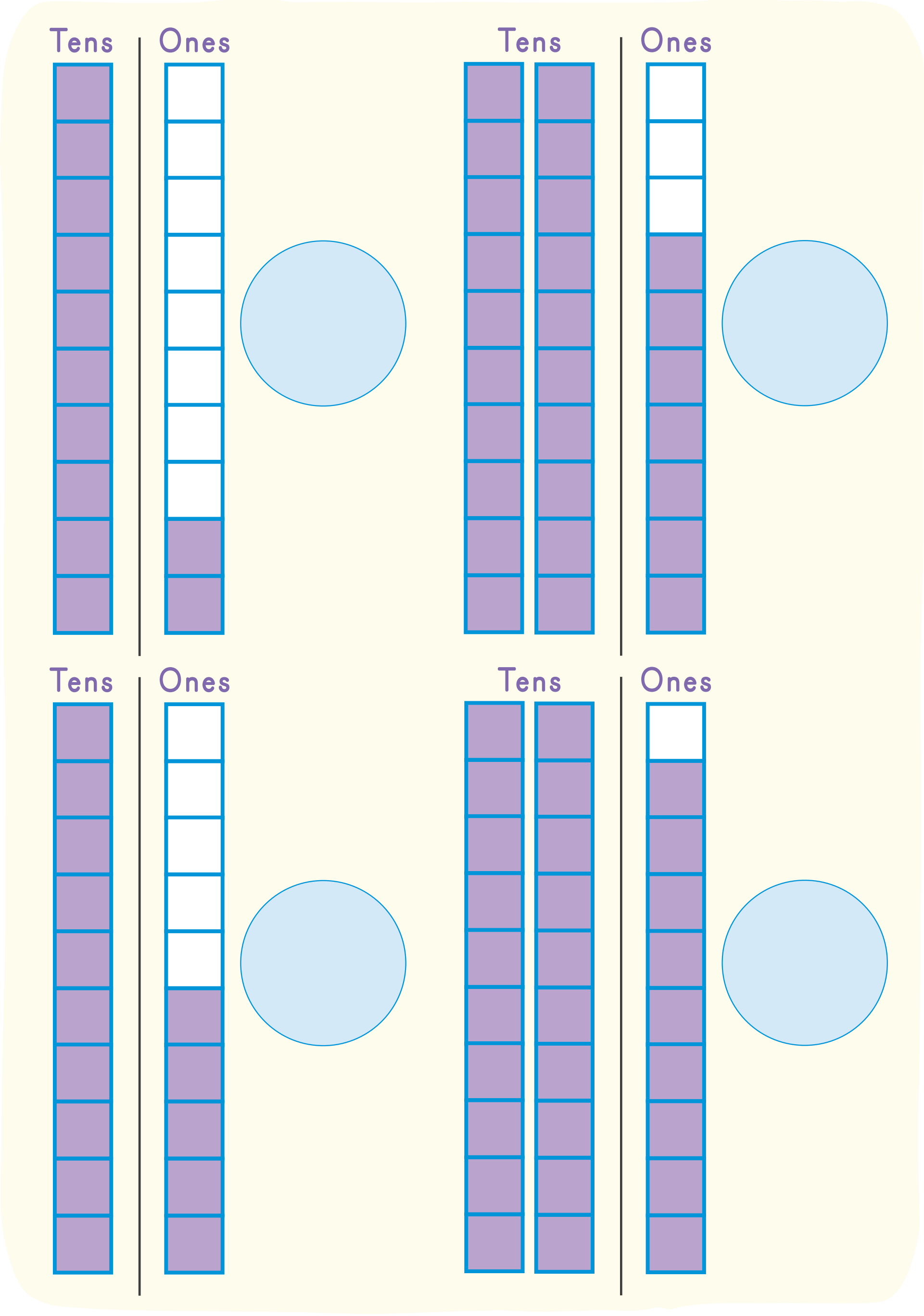
5 + 5 + 5 =

5 + 5 + 5 + 5 =

Use the shapes from the math box to re-create the image.



In each blue circle, write the number represented by each set of ten sticks.


Tens
Ones
Tens
Ones
Tens
Ones
Tens
Ones

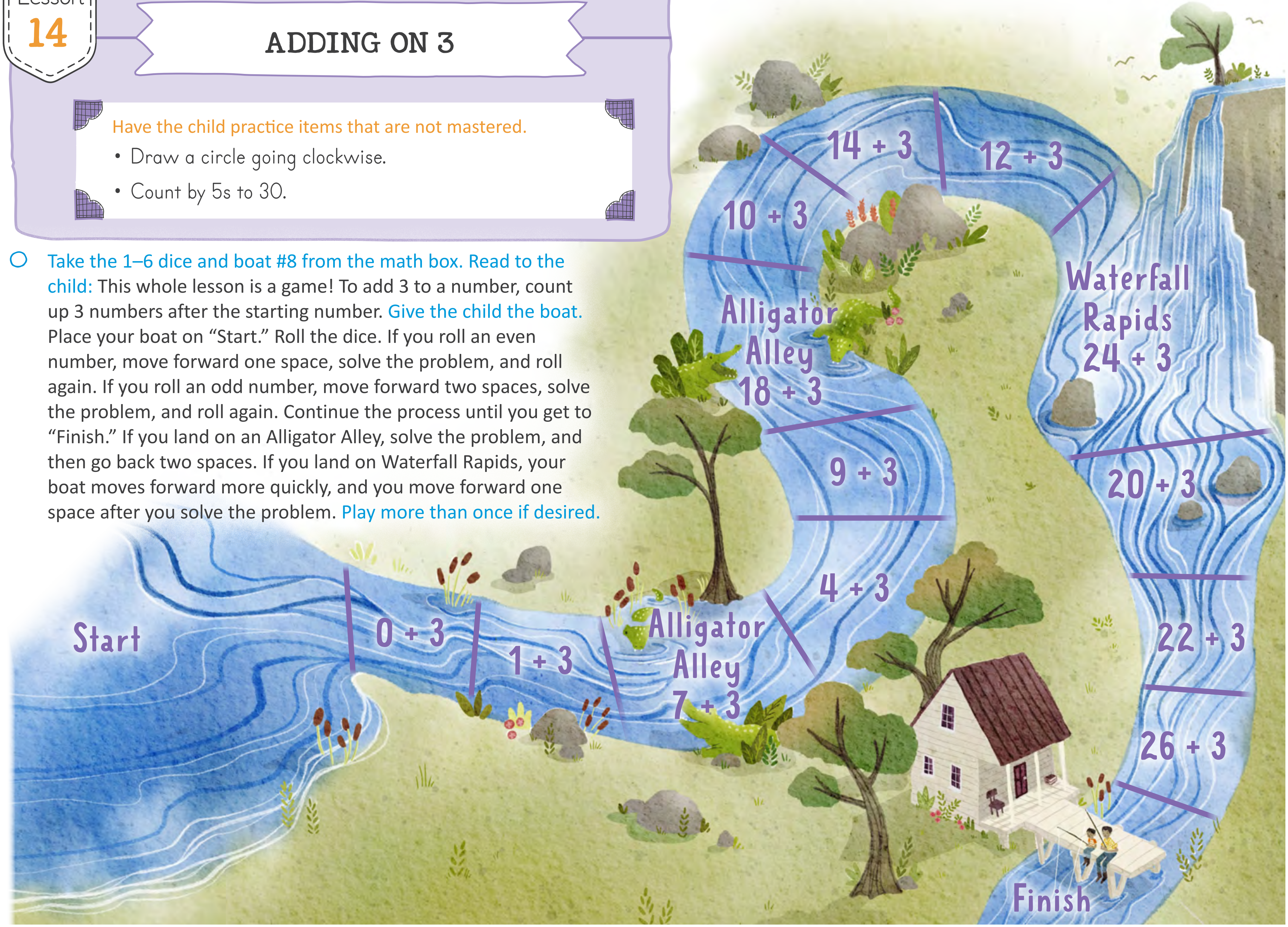
Lesson
14

ADDING ON 3

Have the child practice items that are not mastered.

- Draw a circle going clockwise.
- Count by 5s to 30.

○ Take the 1–6 dice and boat #8 from the math box. Read to the child: This whole lesson is a game! To add 3 to a number, count up 3 numbers after the starting number. Give the child the boat. Place your boat on “Start.” Roll the dice. If you roll an even number, move forward one space, solve the problem, and roll again. If you roll an odd number, move forward two spaces, solve the problem, and roll again. Continue the process until you get to “Finish.” If you land on an Alligator Alley, solve the problem, and then go back two spaces. If you land on Waterfall Rapids, your boat moves forward more quickly, and you move forward one space after you solve the problem. Play more than once if desired.


Start
0 + 3
1 + 3
Alligator Alley 7 + 3
4 + 3
9 + 3
Alligator Alley 18 + 3
10 + 3
14 + 3
12 + 3
Waterfall Rapids 24 + 3
20 + 3
22 + 3
26 + 3
Finish

REVIEW

Write the correct symbol to show less than <, equal to =, or greater than >.

< = >

3 + 4 ◯ 2 + 4

𝍸 ◯ |||

20 ◯ 18

1 + 5 ◯ 3 + 3

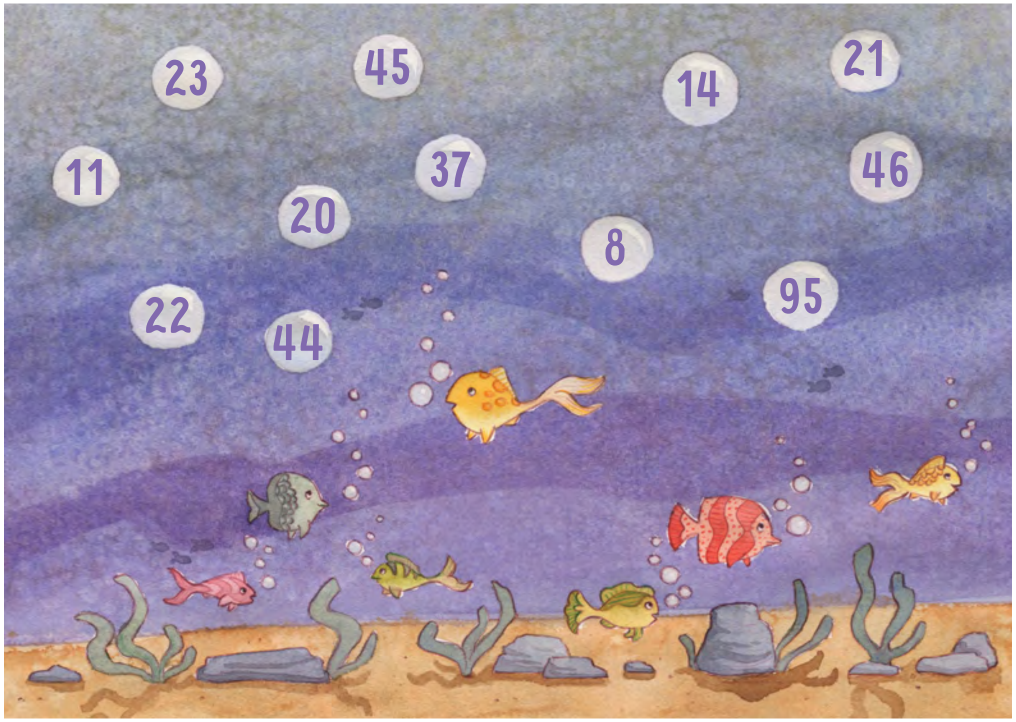
|||| ◯ 𝍸 ||

Fill in the missing numbers on the calendar and write the circled date in the purple box below.

September 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2			
	7	8		10	11	12
13	14	15	16	17	18	19
20	21		23	24		26
	28	29	30			

Burst all the bubbles with even numbers by drawing an "X" on them. Remember that even numbers always end with 0, 2, 4, 6, or 8.



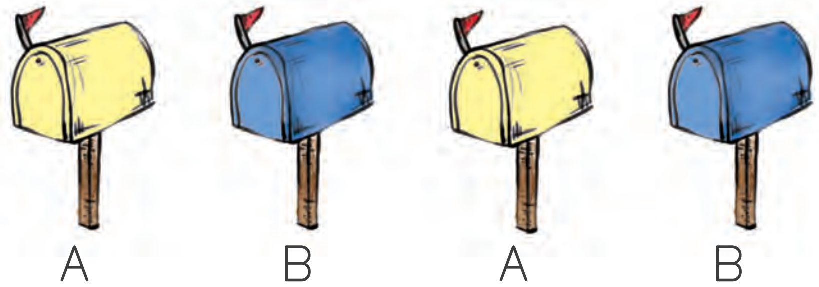
Lesson
15

AB AND ABB PATTERNS

Have the child practice items that are not mastered.

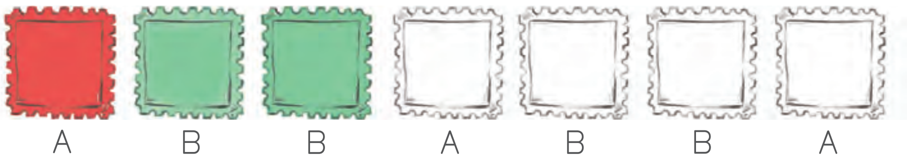
- Lay out the blue clocks from the math box and say the time on each. Then put the clocks in order from the earliest time to the latest time by assuming all the times are in the morning.
- Watch the "How to Spell Numbers 1, 2, 3" video one or more times.

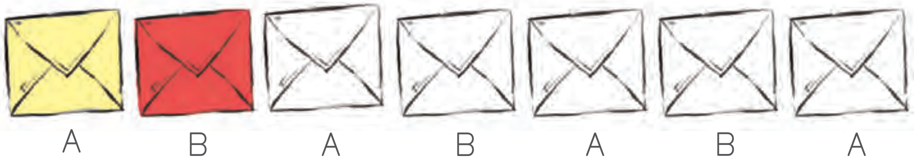
○ Read to the child: A pattern is made when things like shapes or colors are set up in a certain order and then repeated. Let's look at the color pattern below. Point to the row of mailboxes, touching each mailbox as you say the color. These mailboxes make a color pattern of yellow, blue, yellow, blue. The two colors, yellow and blue, repeat.



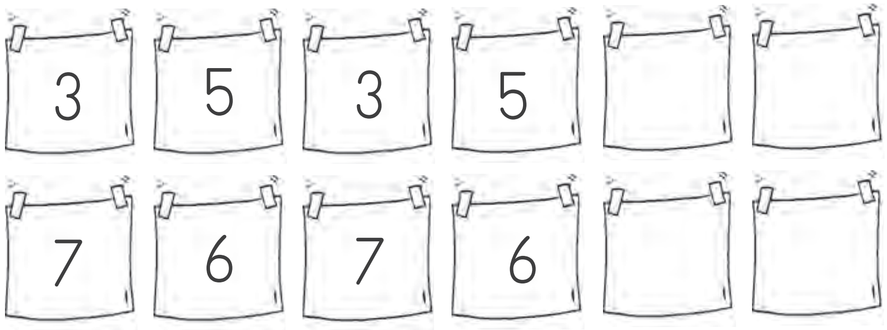
○ Read to the child: This type of pattern, where two colors repeat, is called an AB pattern. The A stands for the first color, which is yellow. The B stands for the second color, which is blue. Have the child tap his or her pencil on the mailboxes above as you say, "A, B, A, B" across the pattern.

○ Read to the child: There are many different types of patterns. Complete the patterns below by coloring the blank shapes.

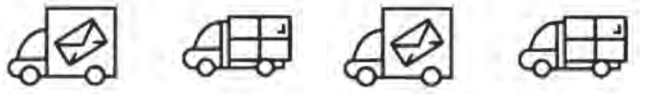


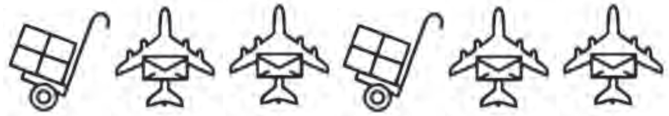


○ Read to the child: Write numbers in the blank spaces to continue the number patterns.



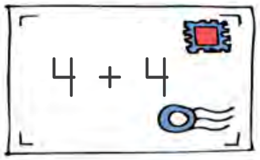
○ Have the child study each pattern and determine if it is an AB pattern or ABB pattern and write "AB" or "ABB" in the box. Have the child write A or B above each image to help him or her determine the pattern.

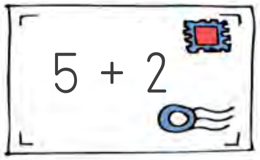


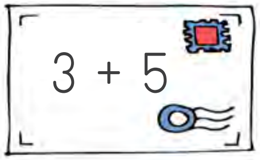


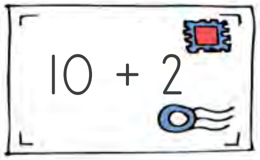
REVIEW

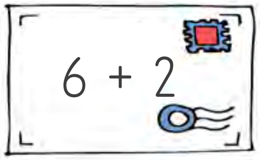
Draw a line from each envelope to the mailbox that has the correct answer.

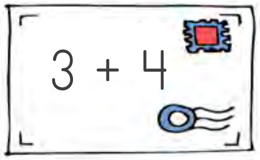


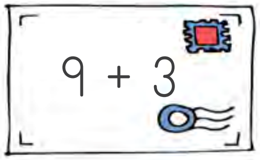


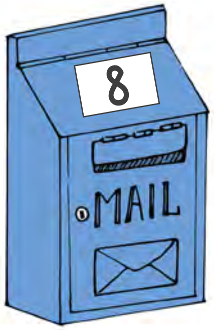


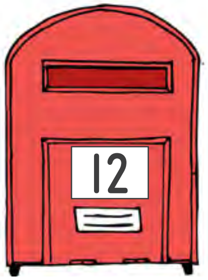


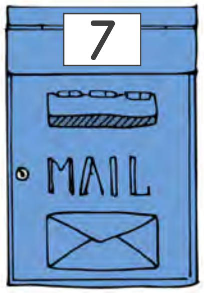




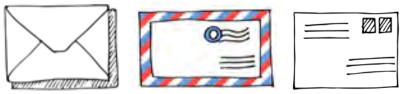


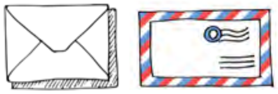


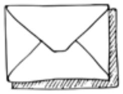




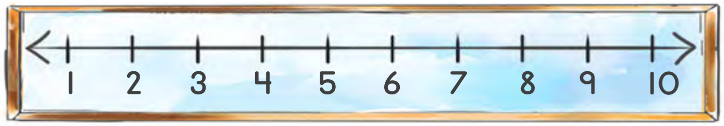
Write the word that represents the number of envelopes.



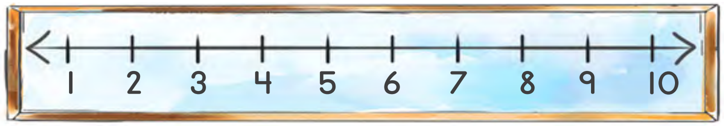




Circle all the odd numbers on the number line.


1 2 3 4 5 6 7 8 9 10

Circle all the even numbers on the number line.


1 2 3 4 5 6 7 8 9 10

Fill in the blanks to create addition problems that equal the answers. Only use 1 and 0 one time each. The first one is an example.

4 + 3 = 7

☐ + ☐ = 2

☐ + ☐ = 4

☐ + ☐ = 6

☐ + ☐ = 5

☐ + ☐ = 3

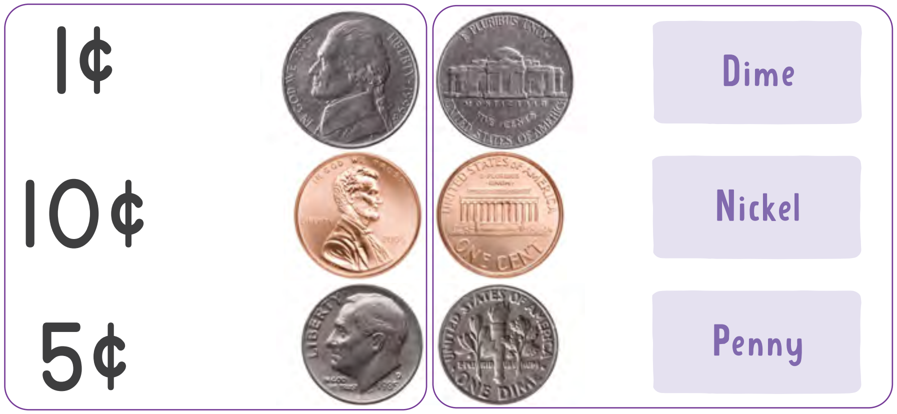
Lesson
16

PENNIES, NICKELS, AND DIMES: PART 1

Have the child practice items that are not mastered.

- Watch the video titled "How to Spell Numbers 1, 2, 3" one or more times.
- Say what day of the week it is today. What day of the week was it yesterday? Tomorrow? What day will it be one week from today? Two weeks from today?
- Count by 10s from 10 to 100.

○ Take 5 pennies, 5 nickels, and 5 dimes from the math box and set them on the table. Read to the child: Let's review the value of pennies, nickels, and dimes. Pick up a penny and tell me how many cents it is worth. Pick up a nickel and tell me how many cents it is worth. Pick up a dime and tell me how many cents it is worth. Point out the cent sign below. Have the child match each coin to its name and value.



○ Have the child give you the following amounts using the fewest coins: 3¢, 10¢, 5¢, 11¢, 4¢, 6¢.

○ Put 2 dimes, 2 nickels, and 2 pennies in a pile mixed together. Read to the child: When we count coins, we first group like coins together. Have the child put the dimes, nickels, and pennies in different groups. Now we will start with the coins with the greatest value, meaning they are worth the most cents. Pennies are worth 1 cent each, nickels are worth 5 cents each, and dimes are worth 10 cents each. Which type of coin is worth the most? [dimes] First, we will count our dimes by skip counting by 10s. Then we will add the nickels because they are the next greatest value. We will skip count by 5s to add the nickels. Then we will add the pennies, counting by 1s. Help the child count the groups of coins.

Let's suppose that we stopped at an apple stand to buy some apples. Did you know there are thousands of types of apples? This apple stand has several different types. I'll point to an apple and say its name. I'll give you coins that equal the amount the apple costs. You count the coins and tell me the amount. Remember to first sort the pile into like coins, and then start counting the coins with the greatest values by skip counting.

Red Delicious: Read to the child: Red Delicious is one of the most popular types of apples in the world. Let's see how much this apple costs. Give the child these coins to count: 3 dimes, 1 nickel, 4 pennies.

Granny Smith: Read to the child: Granny Smith apples taste great in pies. Let's see how much this apple costs. Give the child these coins to count: 2 dimes, 2 nickels, 3 pennies.

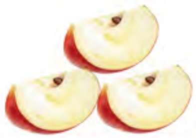
Honeycrisp: Read to the child: Honeycrisp apples are sweeter than some other apples. Let's see how much this apple costs. Give the child these coins to count: 3 dimes, 2 nickels, 1 penny.

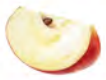
Jazz: Read to the child: Jazz apples taste like crisp pears. Let's see how much this apple costs. Give the child these coins to count: 1 dime, 4 nickels, 4 pennies.

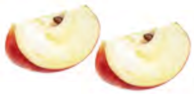
REVIEW

Write the word that represents the number of apple slices in each group.

one two three

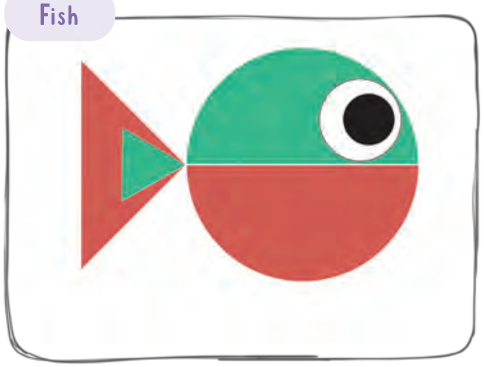




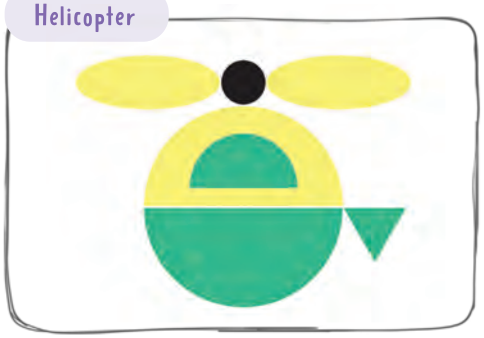


Use the shapes from the math box to re-create the images.

Fish



Helicopter



Complete each problem.

14 + 3 =

20 + 3 =

23 + 3 =

15 + 3 =

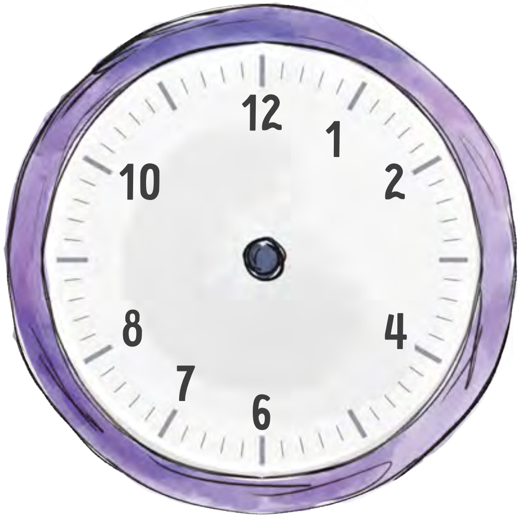
12 + 3 =

21 + 3 =

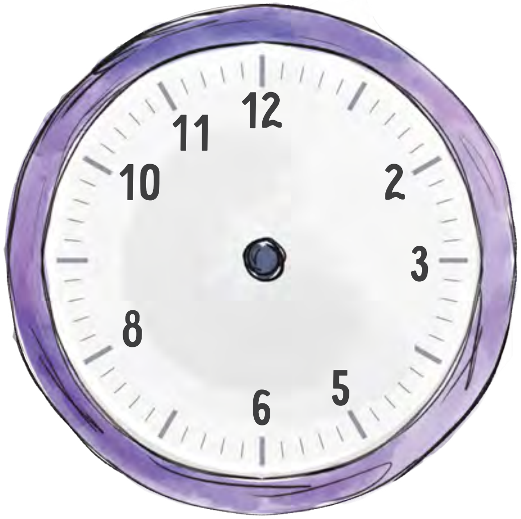
25 + 3 =

13 + 3 =

On each clock fill in the missing numbers and draw the clock hands to show the time given.



1:30



5:00

Lesson
17

SUBTRACTION: PART 1

Have the child practice items that are not mastered.

- Count by 5s to 30.
- Count by 10s from 10 to 100.

○ Read to the child: Today, we will practice ***subtraction***, which means taking away a part from a group. Let's do a subtraction problem using our fingers. Hold up 5 fingers. Now take away 1. How many fingers are left? [4] 5 minus 1 equals 4.

○ Have the child complete these subtraction problems using his or her fingers.

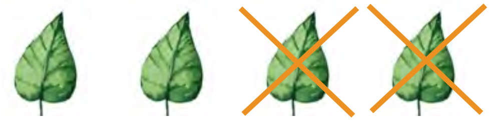
5 − 2 =

5 − 3 =

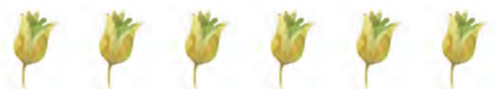
5 − 4 =

5 − 1 =

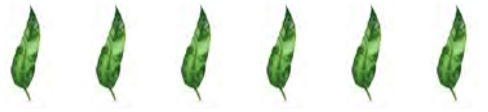
○ Have the child cross out the number of objects to be subtracted and fill in the answers. Example:



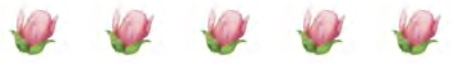
4 − 2 = 2



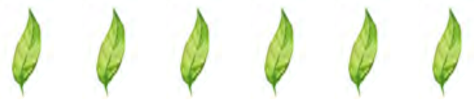
6 − 3 =



6 − 4 =



5 − 1 =



6 − 2 =

○ Read to the child: Let's suppose there are three apples in your mind. Take away the number you are subtracting in the problems below by putting the apples in a basket, pulling them off a tree, or eating them! Write how many apples you have left in the blue box.

3 − 1 =

3 − 3 =

3 − 2 =

REVIEW

Write the correct symbol to show less than <, equal to =, or greater than >.

< = >

2 + 2 ○ 3 + 3

𝍸 ○ ||

20 ○ 19

3 + 1 ○ 2 + 3

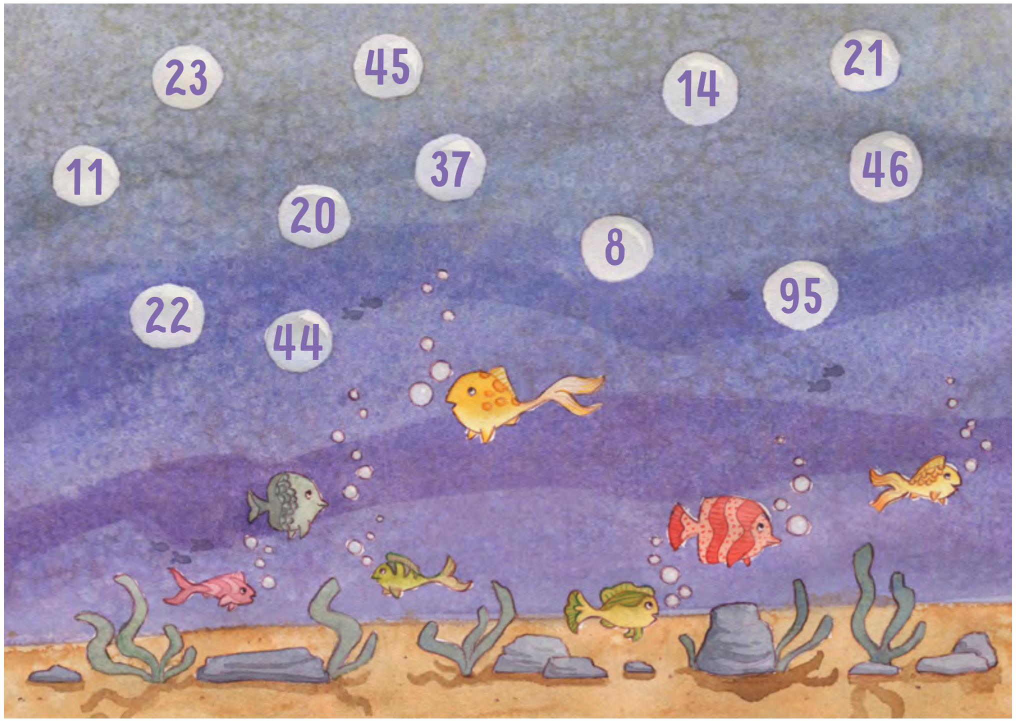
𝍸 | ○ ||||

Fill in the missing numbers on the calendar and write the circled date in the purple box below.

June 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2				
7	8		10	11	12	13
14	15	16	17	18	19	20
21		23	24		26	
28	29	30				

Burst all the bubbles with odd numbers by drawing an "X" on them. Remember that odd numbers always end with 1, 3, 5, 7, or 9.



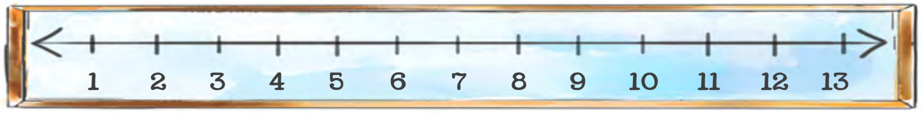
Lesson
18

SUBTRACTION: PART 2

Have the child practice items that are not mastered.

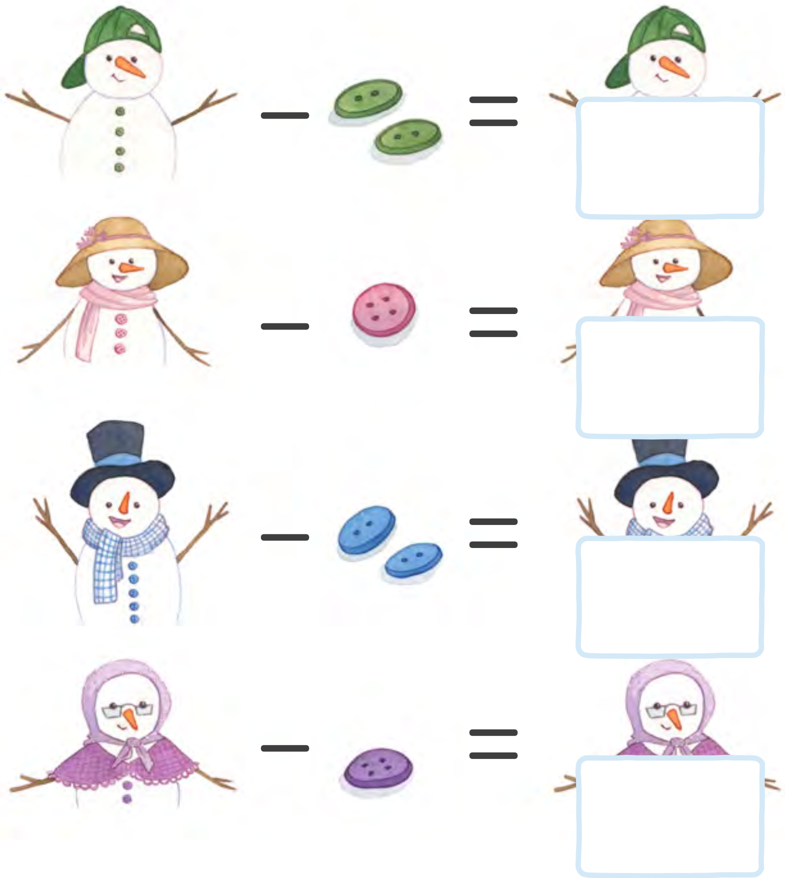
- Watch the video titled "How to Spell Numbers 1, 2, 3" one or more times.
- Say what day of the week it was yesterday and what day it will be tomorrow and one week from today.
- Count by 10s from 10 to 100.

○ Read to the child: Crossing out was the subtraction strategy we used last time. We will use the subtraction strategy of counting backward today. Let's practice taking away 1 from a number. When we do this, we go to the number just before, which means we move backward on a number line by 1. Have the child place his or her pencil on number 9. If we start at number 9 and take away 1, which number do we land on? [8] Have the child place his or her pencil on number 5. If we start at number 5 and take away 1, which number do we land on? [4]



○ Read to the child: It works the same way when we take away 2. We go backward on the number line, but this time it is by 2 numbers! Have the child place his or her pencil on number 8. If we start at 8 and take away 2, which number do we land on? [6] Have the child place his or her pencil on number 3. If we start at 3 and take away 2, which number do we land on? [1] Write these problems on the whiteboard and have the child solve them: 5 − 2 =, 7 − 1 =, 4 − 2 =, 8 − 2 =.

○ Read to the child: These snowmen have lost some of their buttons. Count how many buttons are on each snowman. Then decide how many buttons are left after some fall off and write that number in the box. You can cross out the buttons that fell off and count the ones that are left if it is helpful.

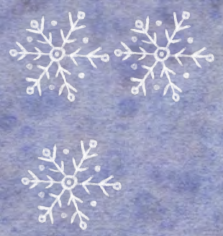


○ Read the following story problems aloud. On a whiteboard have the child write a problem and answer for each story. If needed, complete the first one for the child as an example.

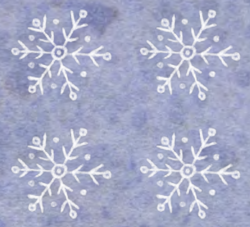
1. Three birds are in a nest, and 1 flies away. How many birds are left?
2. Ten birds are sitting on a fence, and 2 fly away. How many are left?
3. Five birds are drinking in a birdbath, and 1 flies away. How many are left?

Snowflake Subtraction

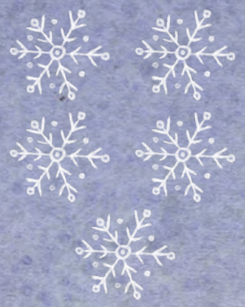
For each subtraction problem, count the snowflakes in each group and write that number in the blue box. Complete each subtraction problem and write the answer in the white box. If needed, cross out the number of snowflakes you are subtracting and count the snowflakes that are left.



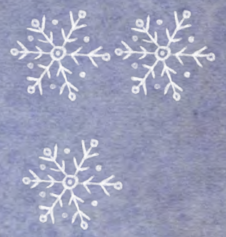
− 1



− 2



− 1

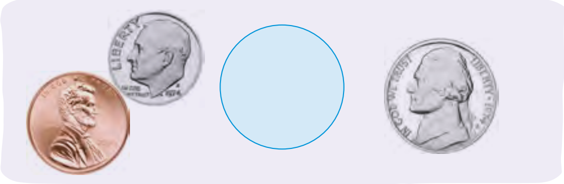


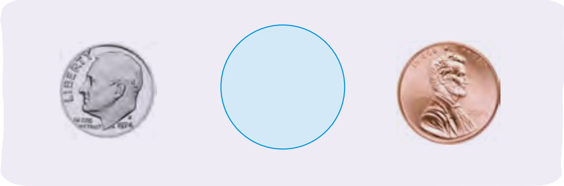
− 3

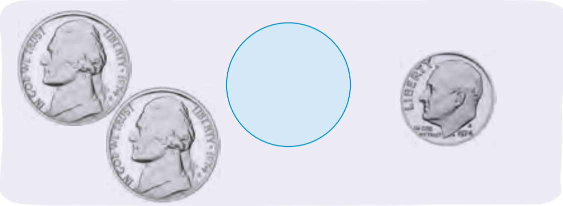
REVIEW

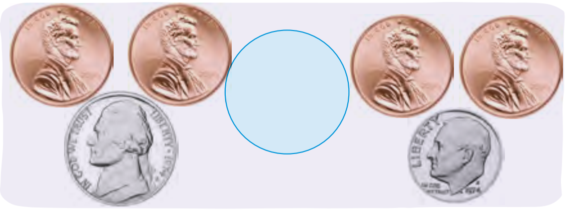
Write the correct symbol: less than, equal to, or greater than.

< = >







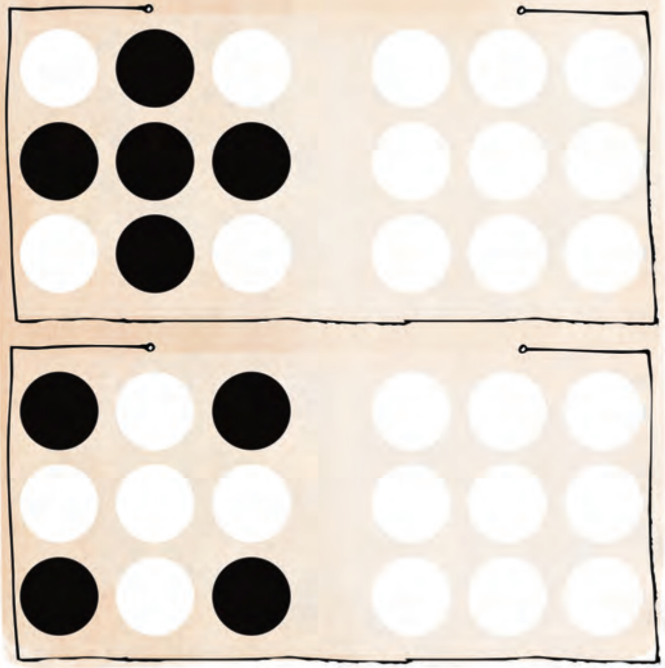


5 + 2 ○ 3 + 3

6 + 3 ○ 5 + 2

Dot GriD

Color the dots on the right to match the dots on the left.



Complete each problem.

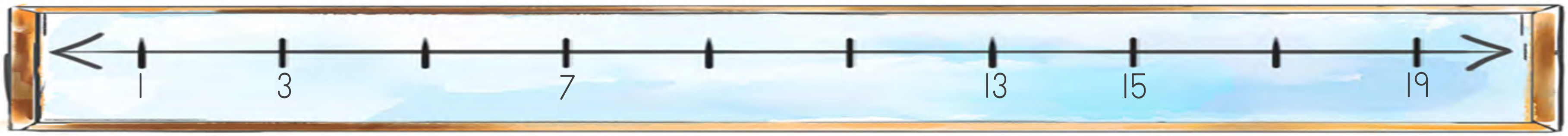
4	3	5	9	4
+ 3	+ 2	+ 3	+ 0	+ 4

Complete each problem.

3 - 2 = ☐

4 - 2 = ☐

Fill in the missing odd numbers on the number line.

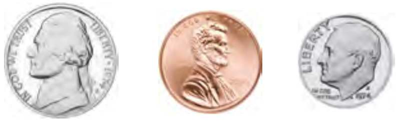


Lesson 19

ORDINAL POSITION: PART 1

Have the child practice items that are not mastered.

- Watch the video titled "How to Spell Numbers 1, 2, 3" one or more times.
- Identify each coin and its value.



- Count from 80 to 120.

○ Read to the child: Have you ever been in a competition or seen others compete? Do you have older or younger siblings? If so, you are familiar with ordinal numbers. Ordinal numbers show the position or order in a group. For example, in a family with four children, the oldest is the 1st child. The last child born is the 4th child. In a competition the winner is given 1st place. Below are the places for a competition with 1st through 10th place. Have the child point to each ordinal number in order and say it aloud. [1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th]

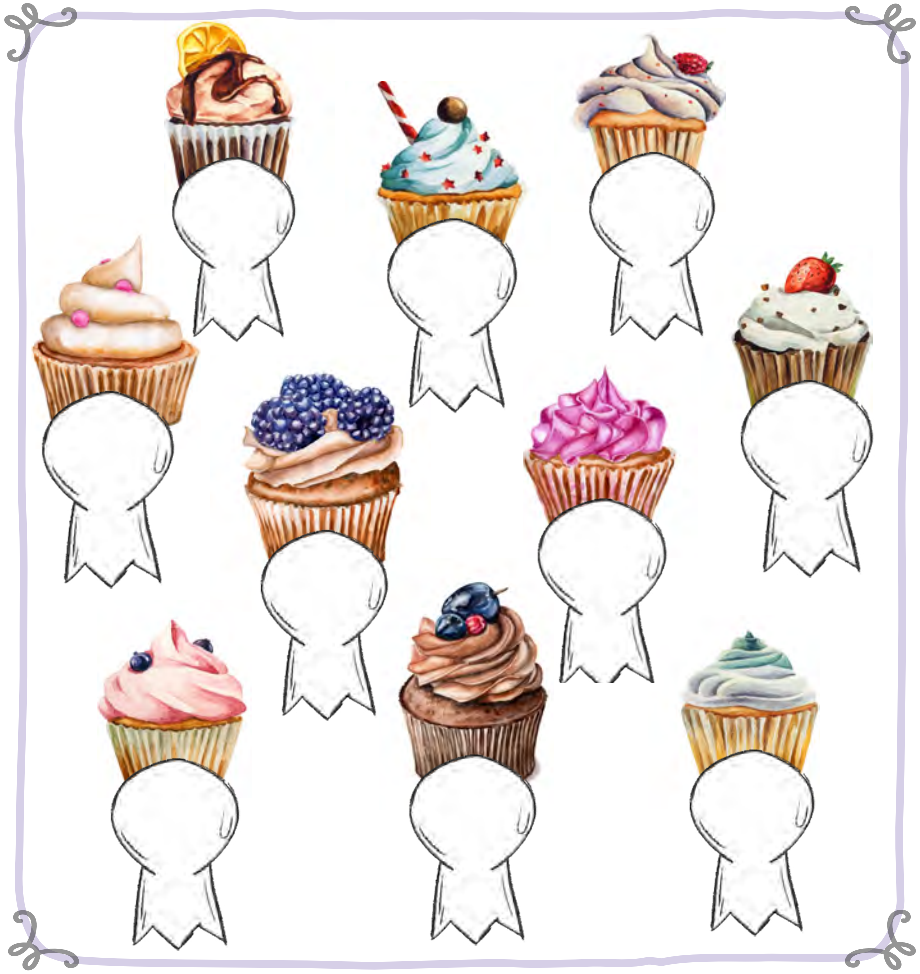
10th 2nd 1st

8th 3rd

9th 5th 7th

4th 6th

○ Read to the child: You get to be the judge of a baking competition. Pick your favorite cupcake and write "1st" on its ribbon. Continue ranking your favorites through 10th place. Have the child write 1st through 10th on the ribbons based on his or her favorites.

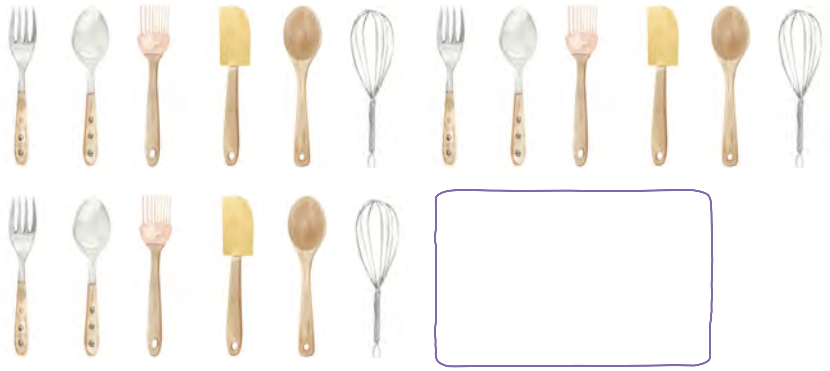


○ Have the child fill in the missing ordinal numbers.

1st		3rd		
6th			9th	

REVIEW

Count the items and write the number in the box.



☐

Fill in the missing numbers on the calendar and write the circled date in the purple box below.

March 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	
		8		10	11	12
13	14		16	17	18	19
		22	23		25	
27	28	29	30	31		

☐

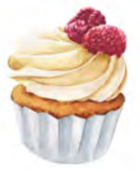
Fill in the blanks to write addition problems that equal the answers.

☐ + ☐ = 4   ☐ + ☐ = 2

☐ + ☐ = 3   ☐ + ☐ = 5

Write the word that represents the number of berries on each cupcake.

one two three



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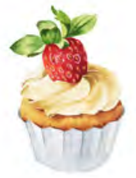

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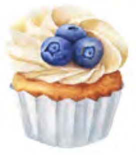
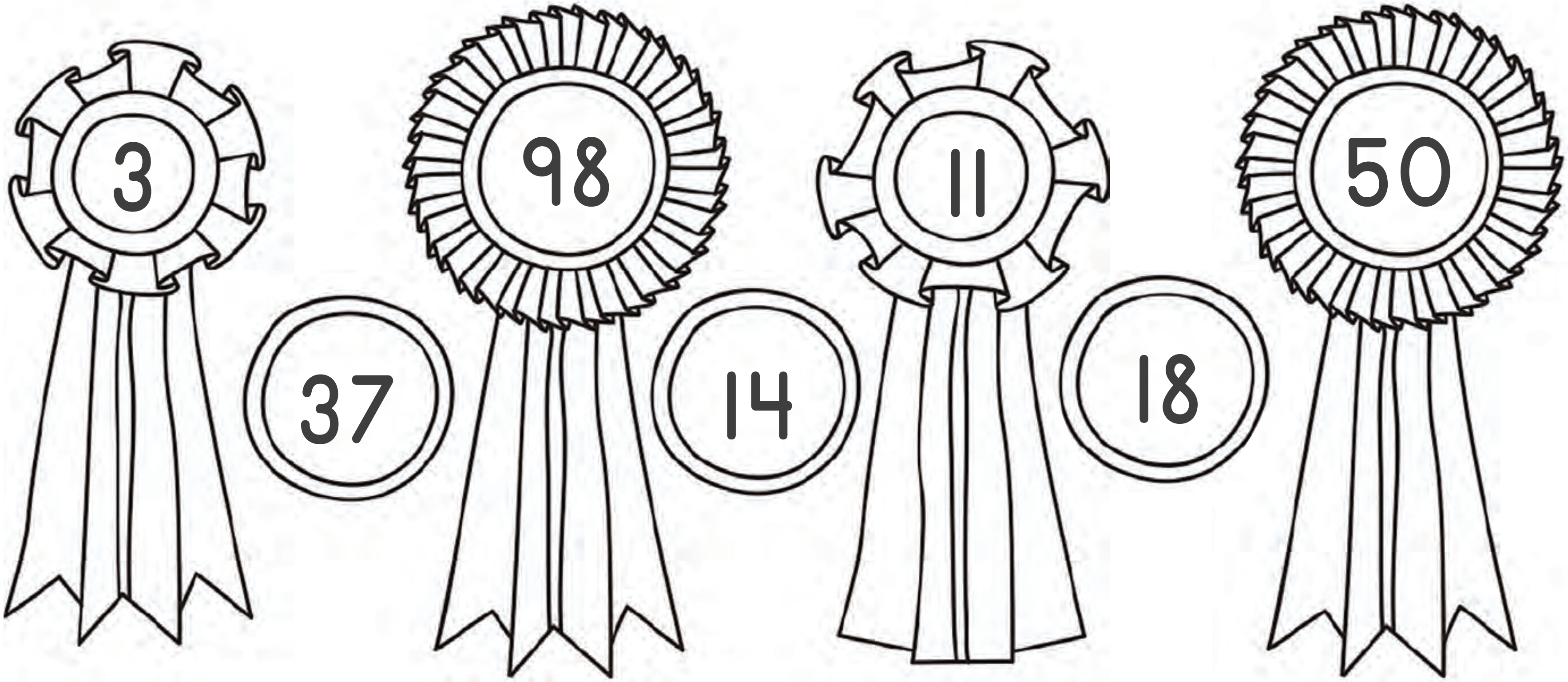


____

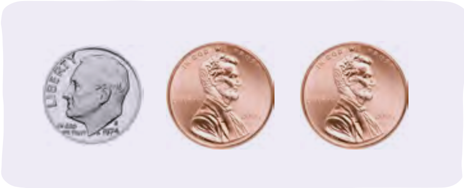
Complete each problem.

10	12	10	14	11	13
+ 3	+ 3	+ 4	+ 3	+ 2	+ 3
☐	☐	☐	☐	☐	☐

Color the ribbons containing odd numbers. Odd numbers always end with 1, 3, 5, 7, or 9.



Circle ALL the mini cupcakes in each row that you could purchase with the money shown. Any number greater than the amount of coins cannot be purchased.



12¢

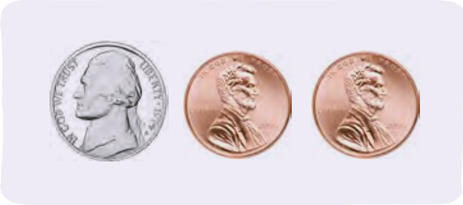
25¢

27¢

10¢

14¢

29¢



15¢

21¢

7¢

14¢

5¢

34¢

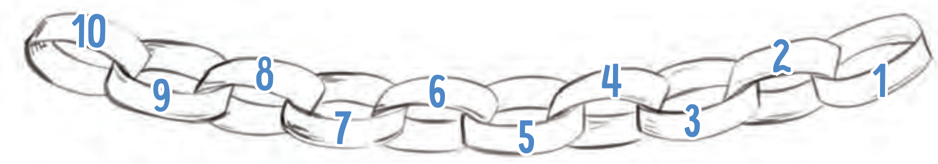
Lesson
20

COUNTING BACKWARD

Have the child practice items that are not mastered.

- Say what day of the week it was yesterday and what day it will be tomorrow, one week from today, and two weeks from today.
- Count by 10s from 10 to 100.
- Raise your left hand and then your right hand.

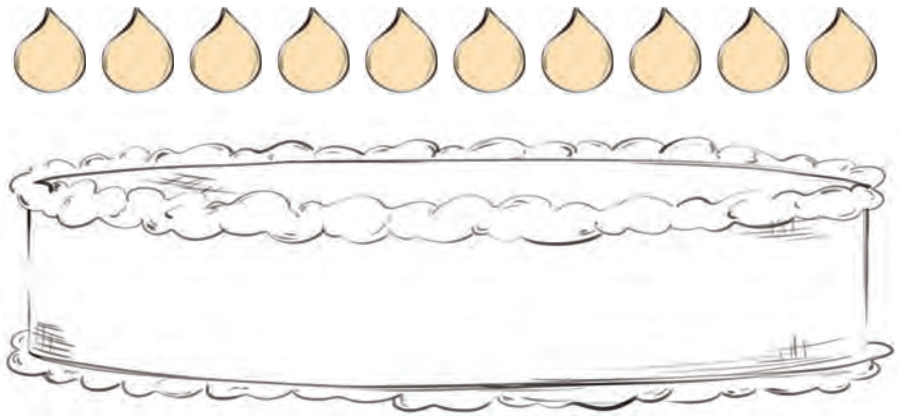
○ **Read to the child:** Have you ever been so excited for your birthday or Christmas that you counted down the days? One way to do this is to create a paper chain and tear off a piece each day until that day arrives. When we do this, we count backward. Looking at the chain, count backward from ten as you point to each number and say it.



○ **Read to the child:** Write the missing numbers going backward.

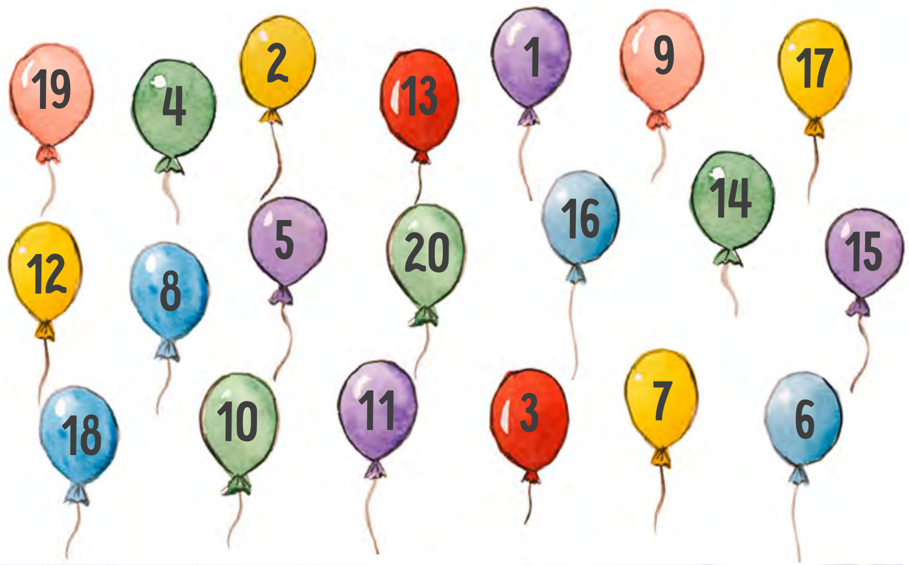
10			7	
	4		2	

○ **Read to the child:** On the birthday cake below, draw a candle below each flame and write the numbers 10 to 1 on the flames, counting backward.



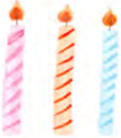
○ **Read to the child:** Point to each number on the chart as you say it aloud and count backward from 20 to 1. Then point to the balloons starting with 20 and count backward in order.

20	19	18	17	16	15	14	13	12	11
10	9	8	7	6	5	4	3	2	1

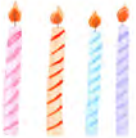


REVIEW

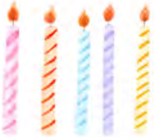
Complete each problem. Cross out items if needed.



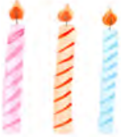
3 - 2 =



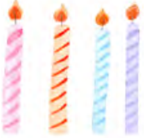
4 - 3 =



5 - 1 =



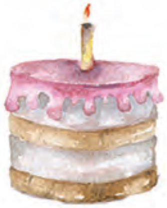
3 - 1 =

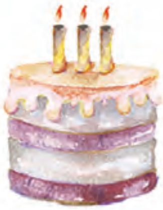


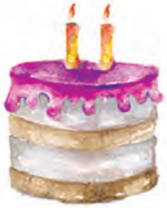
4 - 2 =

Write the word that represents the number of candles on each cake.

one two three

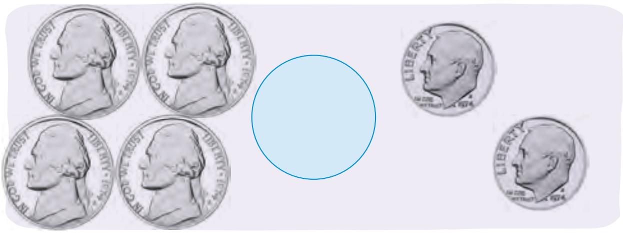


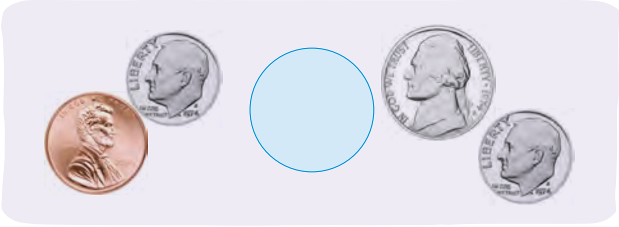


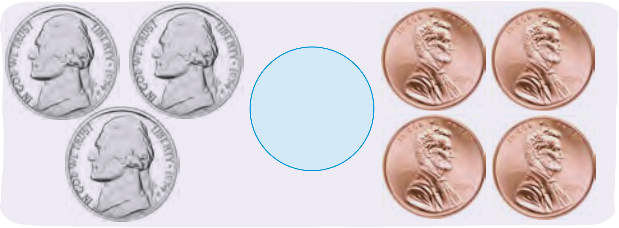


Write the correct symbol to show less than, equal to, or greater than in each blue circle.

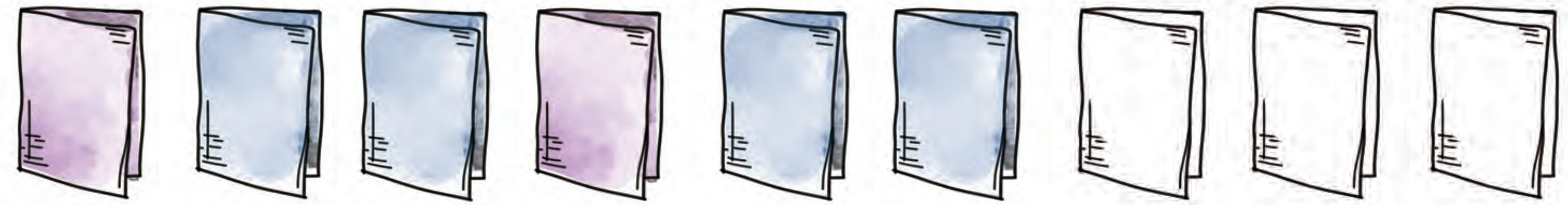
< = >







Complete the color pattern by coloring the white birthday cards the correct colors.

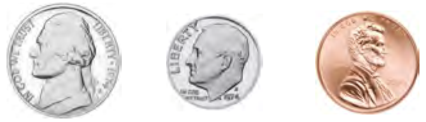


Lesson 21

MAKING 5

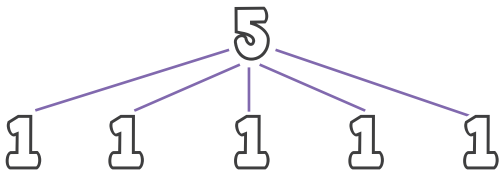
Have the child practice items that are not mastered.

- Watch the "How to Spell Numbers 1, 2, 3" video one or more times.
- Identify each coin and its value.

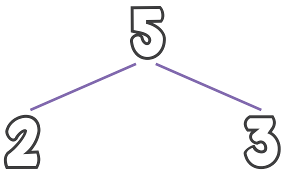


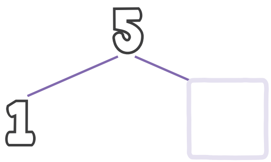
- Count backward from 20 to 0.

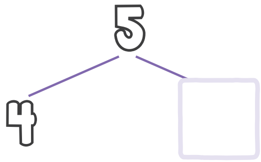
○ Read to the child: We are going to practice different ways to make the number 5. One way to make 5 is by using 5 ones.

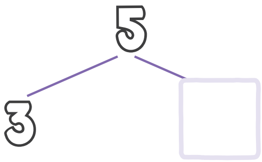


When we make 5, we can also think of it as ways to break 5 apart. At the right is another way to break apart 5. In what other ways can we separate 5 into parts? Write the missing numbers in the boxes that would make a total of 5. Use your fingers if needed.

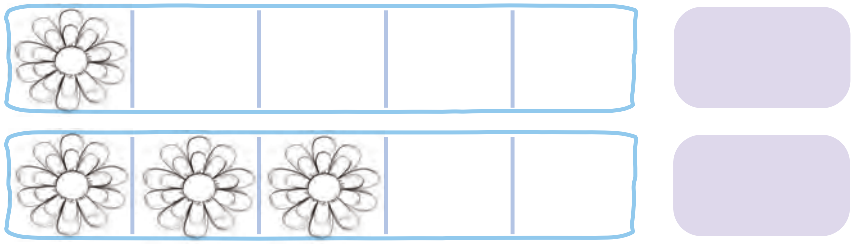




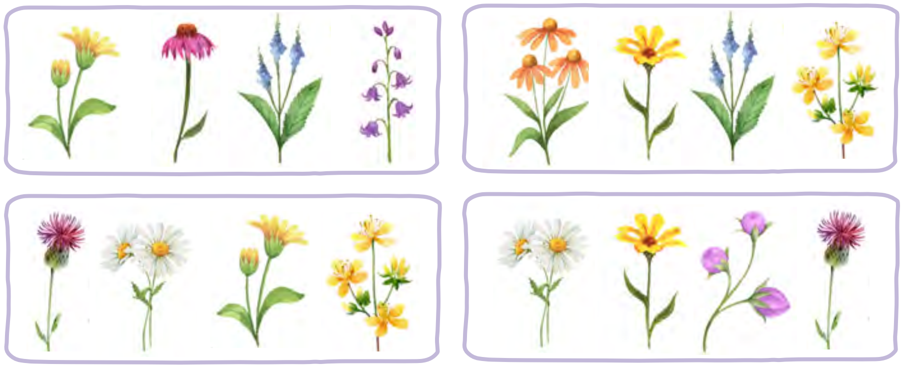




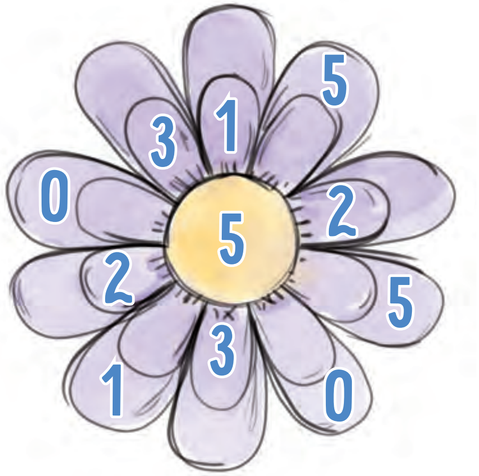
○ Read to the child: In each purple box, write how many more flowers are needed to make 5.

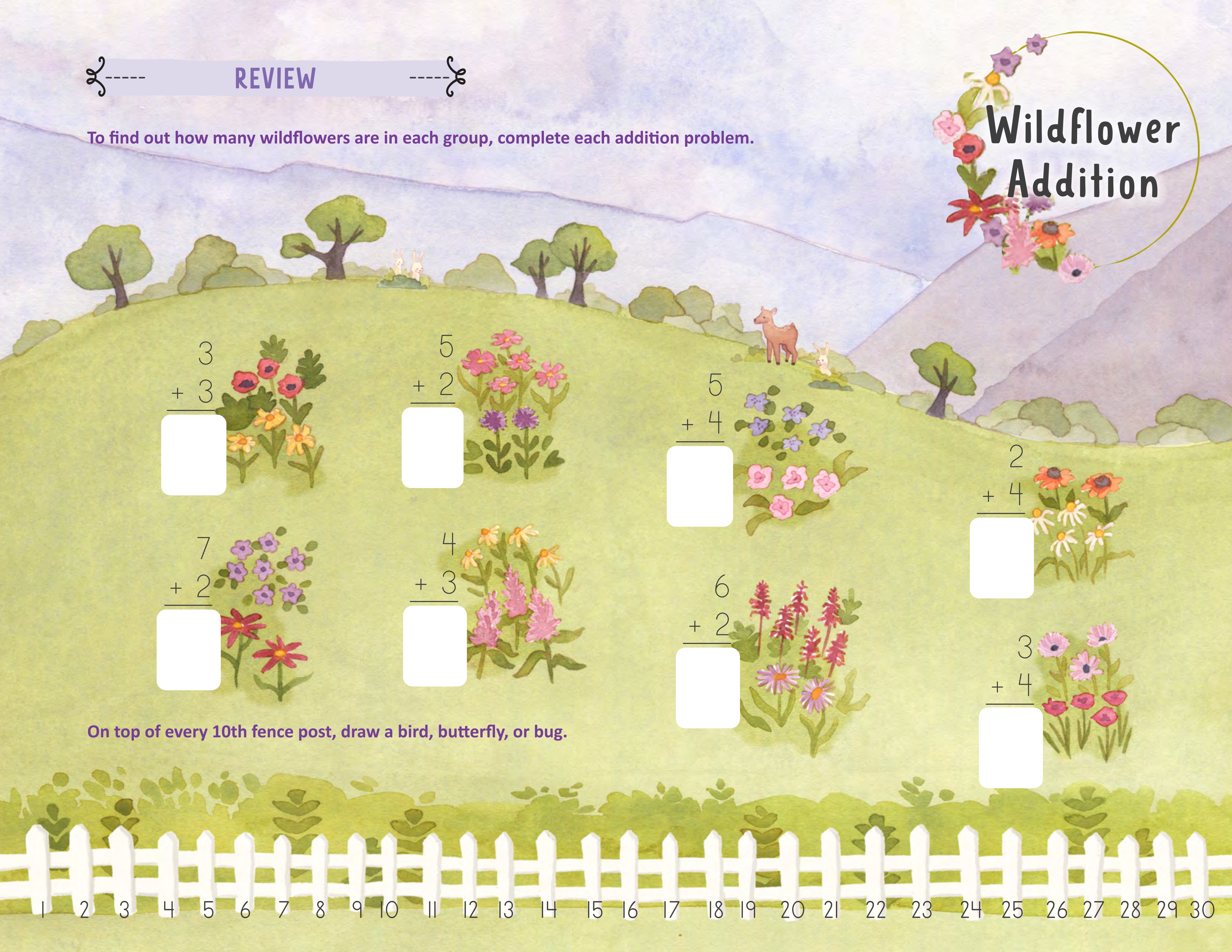


○ Read to the child: These wildflowers each have a different number of flowers. In each box, circle 2 plants that together have 5 flowers.



○ Read to the child: The numbers in each set of overlapping petals need to add up to equal the number in the center. Fill in the missing numbers.





REVIEW

Wildflower Addition

To find out how many wildflowers are in each group, complete each addition problem.

$$\begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +\ 4 \\ \hline \end{array}$$

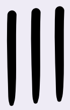
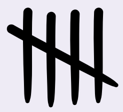
On top of every 10th fence post, draw a bird, butterfly, or bug.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Write the less than, greater than, or equal to symbol (<, >, =) in each blue circle to compare the two sides.

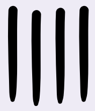
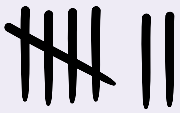
< = >

3 + 3 ○ 2 + 4

 ○ 

17 ○ 20

2 + 2 ○ 3 + 3

 ○ 

Fill in the missing numbers and write the circled date.

June 2027						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2		4	
	7	8		10	11	12
13	14	15	16	17	18	19
20	21		23	24	25	26
27	28	29	30			

Draw a line from the addition problem to the butterfly next to the number that is the answer for the problem.

13
+ 3

18

15
+ 3

23

20
+ 3

16

Lesson
22

ADDING TWO-DIGIT NUMBERS

Have the child practice items that are not mastered.

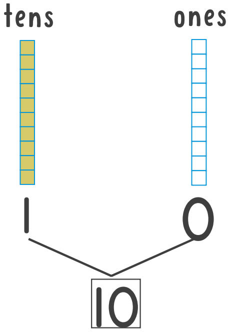
- Say the days of the week and the months of the year.
- Spell ONE, TWO, and THREE aloud.
- Take the blue clocks from the math box and say the time on each. Then put the clocks in order from the earliest time to the latest time, assuming all the times are in the morning.

○ Read to the child: Did you know that individual fingers are called digits? So are individual numbers 0 through 9. The number 2 has one digit: 2. The number 25 has two digits: 2 and 5.

Circle each digit in the numbers below and write the total number of digits you circled in the box. [10]

45 9 10 12 4 20

○ Read to the child: Let's learn about adding two-digit numbers. It can be helpful to start with the ones column on the right. Remember, each digit in a number has a place value, as you can see in the diagram at the right. Point to the first addition problem below in green. Circle the digit in the top number in the ones place. [2] Add that digit to the digit below it and write the answer below the line. Circle the left digit in the top number in the tens place [1] and add it to the digit below it. Have the child practice the addition problems, watching to make sure he or she starts with the ones column.



$$\begin{array}{r} 12 \\ +\ 34 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +\ 12 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ +\ 23 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +\ 16 \\ \hline \end{array} \qquad \begin{array}{r} 20 \\ +\ 13 \\ \hline \end{array}$$

○ **Dive Down Addition Game:** Take one of the boats from the math box and give it to the child. Read to the child: Your boat needs to dive down to add the numbers! Place your boat by the first addition problem on the next page and write the answer, making sure to first add the ones column. Then move the boat to the next problem, and so on. Keep going until you reach the ocean floor.

Dive Down

Addition

$$\begin{array}{r} 22 \\ +\ 24 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ +\ 10 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ +\ 12 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +\ 32 \\ \hline \end{array}$$

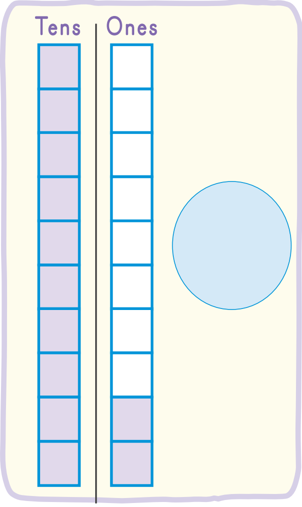
$$\begin{array}{r} 14 \\ +\ 22 \\ \hline \end{array}$$

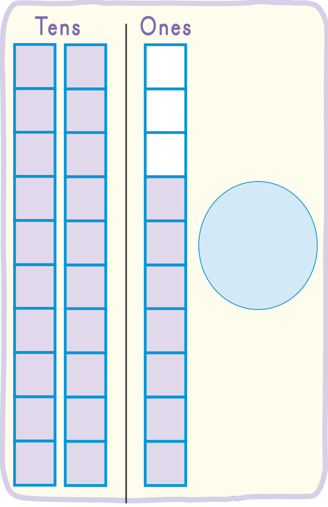
$$\begin{array}{r} 53 \\ +\ 20 \\ \hline \end{array}$$

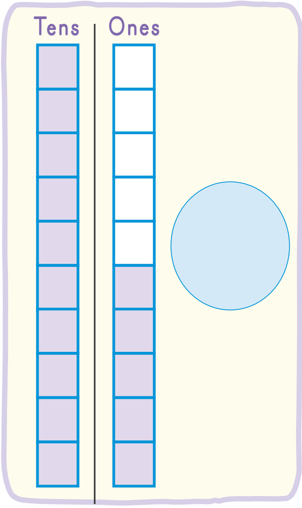
REVIEW

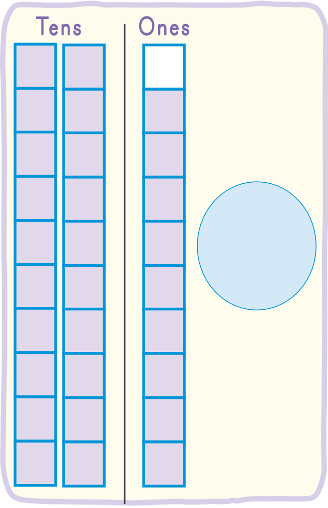
In each blue circle, write the number represented by each set of ten sticks. In each white box, write the correct symbol: less than, equal to, or greater than.

< = >



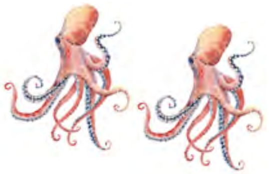


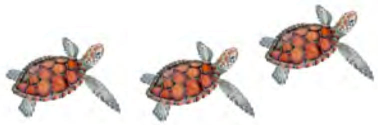


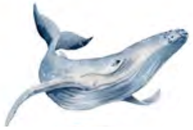


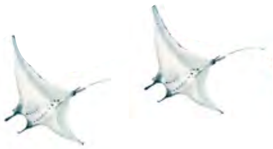
Write the word that represents each number of animals.

one two three

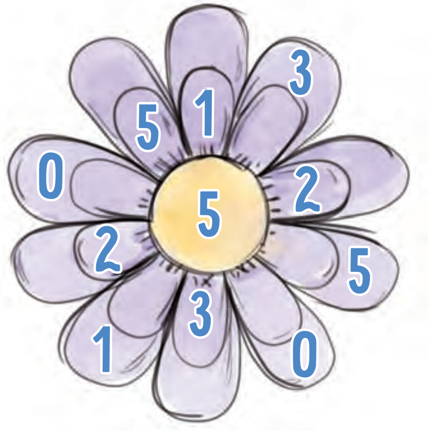


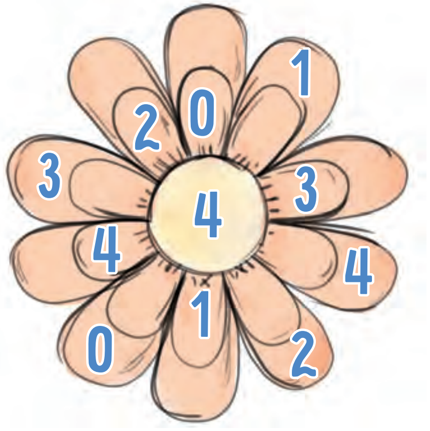






The numbers in each set of overlapping petals need to add up to equal the number in the center. Fill in the missing numbers.


3
5
1
0
2
5
2
5
1
3
0

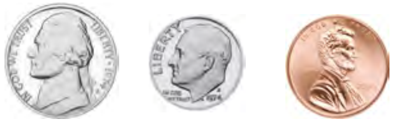

1
2
0
3
3
4
4
4
1
0
2

Lesson
23

SUBTRACTION: PART 3

Have the child practice items that are not mastered.

- Watch the "How to Spell Numbers 1, 2, 3" video one or more times.
- Identify each coin and its value.

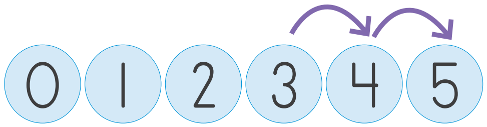


○ Read to the child: If I had 2 apples and you took 1 away, how many would I have? [1] This is called subtraction. Point to the problem at the right as you read. This subtraction problem is 5 minus 3. Write the answer to the problem in the purple box. If needed, you can hold up five fingers and then put three of them down to help find the answer.

5 − 3 = ☐

○ Read to the child: One way to subtract is to start at the number you are taking away and count up to the greater number. The number of jumps you make is the answer.

Let's start at three and count up to five.



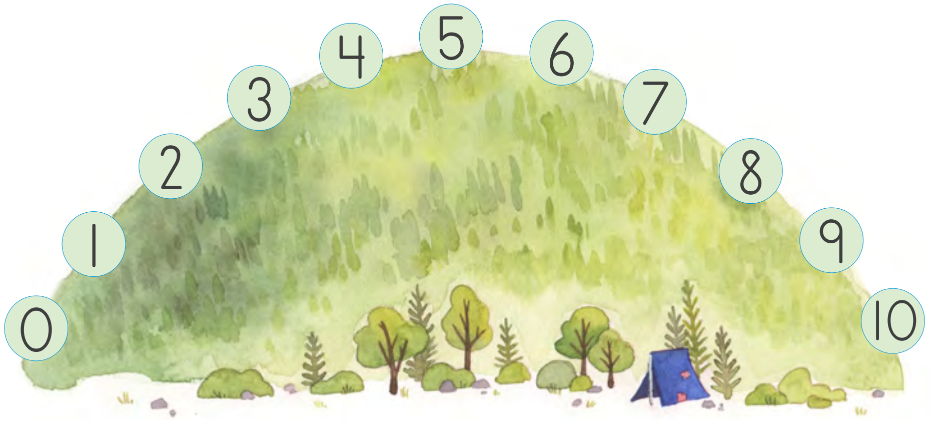
How many jumps did we make? [2] Therefore, 5 − 3 = 2. Help the child solve the problems in the next column by counting from the lower number to the greater number.

5 − 2 = ☐ 0 1 2 3 4 5

5 − 3 = ☐ 0 1 2 3 4 5

4 − 3 = ☐ 0 1 2 3 4 5

○ Read to the child: Do you like to hike or explore? Use the mountain to help you solve the problems below or use the subtraction strategy you like best.



5 − 1 = ☐ 4 − 3 = ☐ 2 − 0 = ☐

3 − 2 = ☐ 5 − 5 = ☐ 5 − 2 = ☐

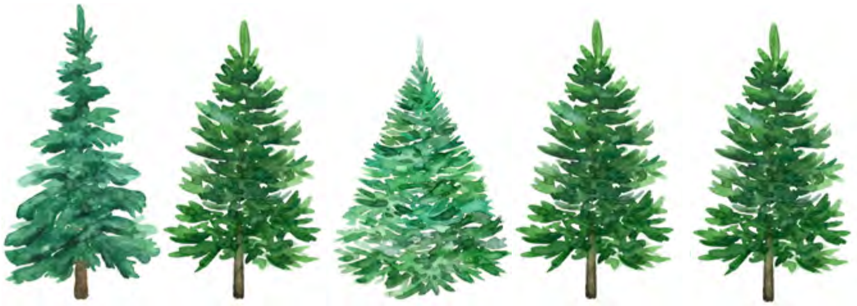
REVIEW

Fill in the missing numbers on the calendar and write each circled date in the matching colored box.

April 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3			6
	8	9	10	11	12	13
14	15	16		18		20
21			24	25	26	
	29	30				

Circle the three trees that are the same. (Hint: It might be easier to first find the two trees that are different, and then you will be left with the three that are the same.)



Fill in the blanks to write addition problems that equal the answers.

☐ + ☐ = 5

☐ + ☐ = 6

☐ + ☐ = 3

☐ + ☐ = 2

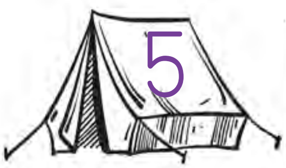
☐ + ☐ = 8

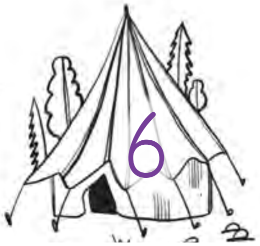
☐ + ☐ = 4

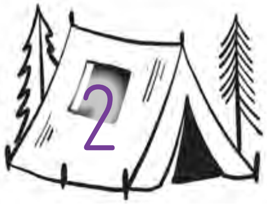
☐ + ☐ = 1

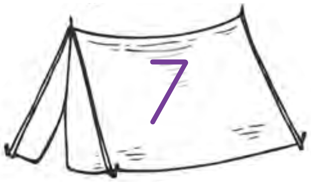
☐ + ☐ = 7

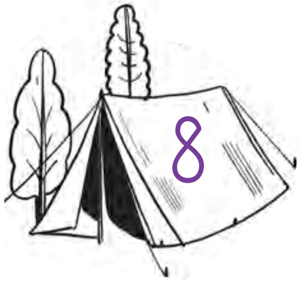
Color the tents with even numbers brown. Color the tents with odd numbers green.

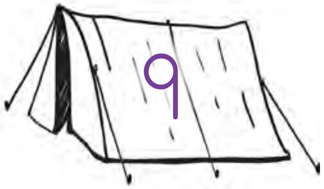












Lesson
24

COUNTING BY 10s TO 300

Have the child practice items that are not mastered.

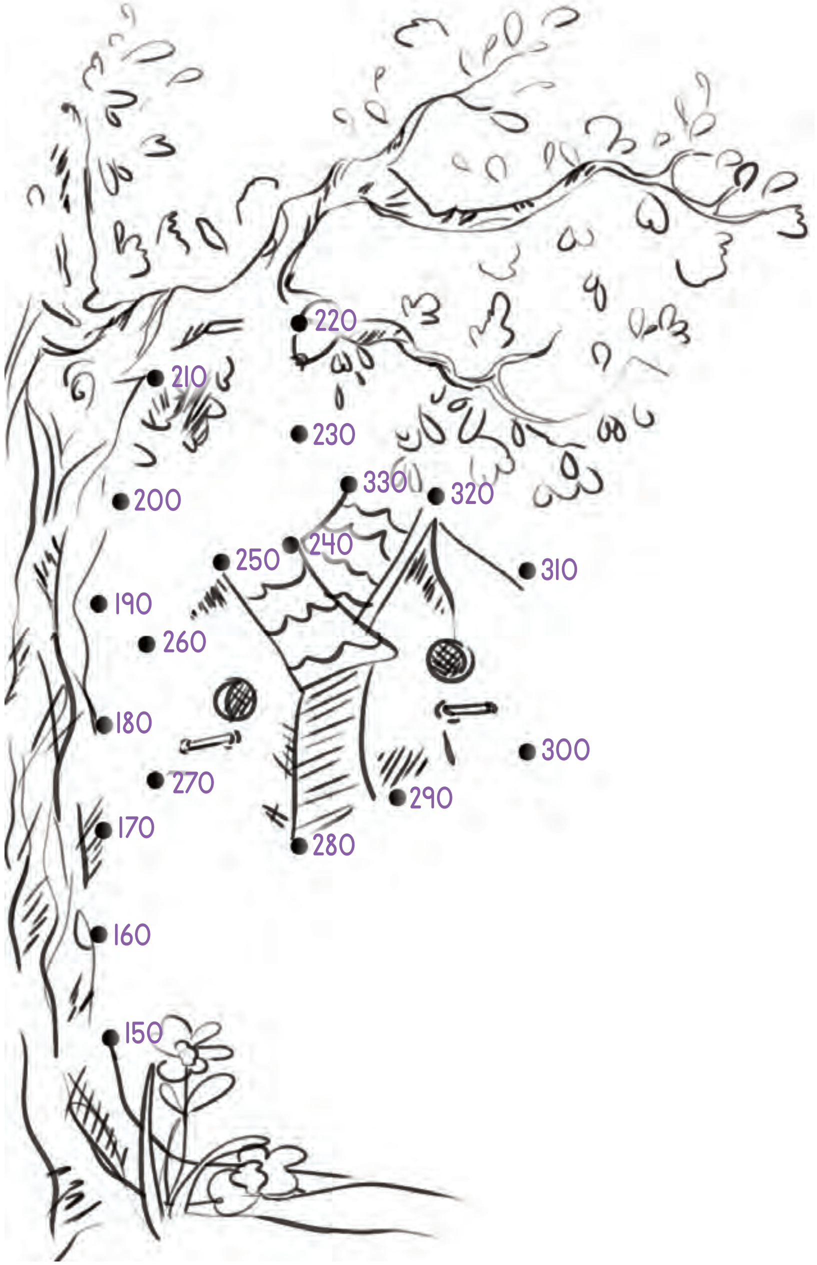
- Count from 100 to 140.
- Count backward from 20 to 1.
- Spell ONE, TWO, and THREE aloud.

○ Read to the child: Counting by tens can be very simple if you know a special trick. Write a zero at the right of each number below and say the new number created as you count by 10s to 300.

1	6	11	16	21	26
2	7	12	17	22	27
3	8	13	18	23	28
4	9	14	19	24	29
5	10	15	20	25	30

○ Skip count with the child by 10s from 10 to 300 with each person saying every other number. Then have the child hop across the room, counting by 10s with each hop from 10 to 300.

○ Read to the child: In Kayla's backyard there is a beautiful tree with a bird house she looks at every morning. Complete the picture by connecting the dots from 150 to 330, skip counting by 10s, and saying the numbers aloud as you go.



REVIEW

Complete the subtraction problems. Use your fingers or the numbers in the blue circles to count up if needed.

$5 - 2 = \boxed{}$ 0 1 $2 \curvearrowright 3 \curvearrowright 4 \curvearrowright 5$ 6

$6 - 4 = \boxed{}$ 0 1 2 3 4 5 6

$4 - 2 = \boxed{}$ 0 1 2 3 4 5 6

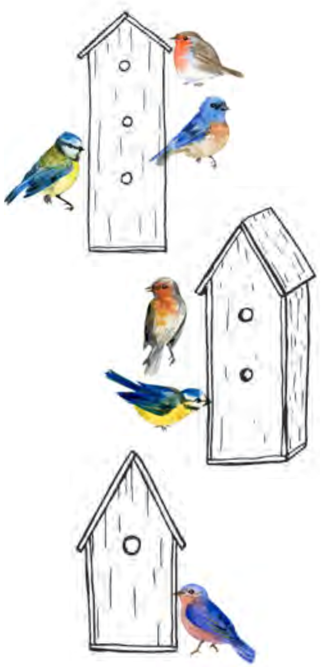
$3 - 3 = \boxed{}$ 0 1 2 3 4 5 6

$6 - 3 = \boxed{}$ 0 1 2 3 4 5 6

$6 - 4 = \boxed{}$ 0 1 2 3 4 5 6

Write the number word that shows the number of birds by each birdhouse.

one two three



______

______

______

Complete each problem.

$\begin{array}{r} 30 \\ +\ 17 \\ \hline \end{array}$ $\begin{array}{r} 35 \\ +\ 20 \\ \hline \end{array}$ $\begin{array}{r} 49 \\ +\ 30 \\ \hline \end{array}$ $\begin{array}{r} 46 \\ +\ 21 \\ \hline \end{array}$

Solve each problem in your mind. Circle each bird whose problem has an even answer.

$10 - 8 =$

$7 - 3 =$

$8 - 5 =$

$6 - 5 =$

$9 - 3 =$

$5 - 0 =$

$7 - 2 =$

Lesson
25

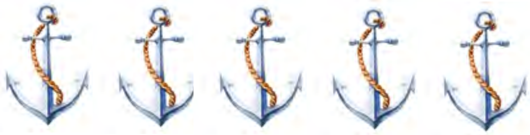
DOUBLES ADDITION

Have the child practice items that are not mastered.

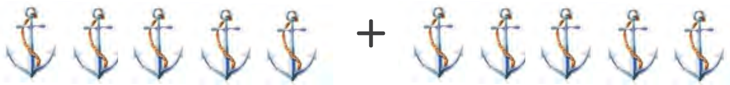
- Count by 10s to 300.
- Identify each coin and its value.

- Count from 199 to 230.

○ Read to the child: Mr. Watson lived by the ocean. The seagulls made nests in the cliffs by his home. Every day Mr. Watson was grateful for the smell of the salty sea breeze and the distant sound of crashing waves. He built a little store where he sold anchors. The first month he sold 5 anchors.



The next month he sold double the number of anchors. ***Double*** means twice as many. If Mr. Watson sold double the number of anchors this month, it would mean he sold 5 + 5 anchors, which equals 10.



Mr. Watson decided to start selling life preservers as well. The first week he sold 2 life preservers. The next week he sold double the number he sold in the first week. How many life preservers did he sell the second week? [4] What does double mean? [twice as many]

If Mr. Watson sold 3 life preservers on Monday and double that number on Tuesday, how many did he sell on Tuesday? [6]

If Mr. Watson made $5 one day and he made double that amount the next day, how much did he make the second day? [$10]

Listen to this story problem, and then finish and solve the problem. Mr. Watson sold 4 anchors in June. In July he sold 4 more anchors. How many anchors did he sell in June and July?

4 + ☐ = ☐

Listen to this story problem, and then finish and solve the problem. Mr. Watson sold 6 life preservers in April. In May he sold 6 more. How many life preservers did he sell in April and May?

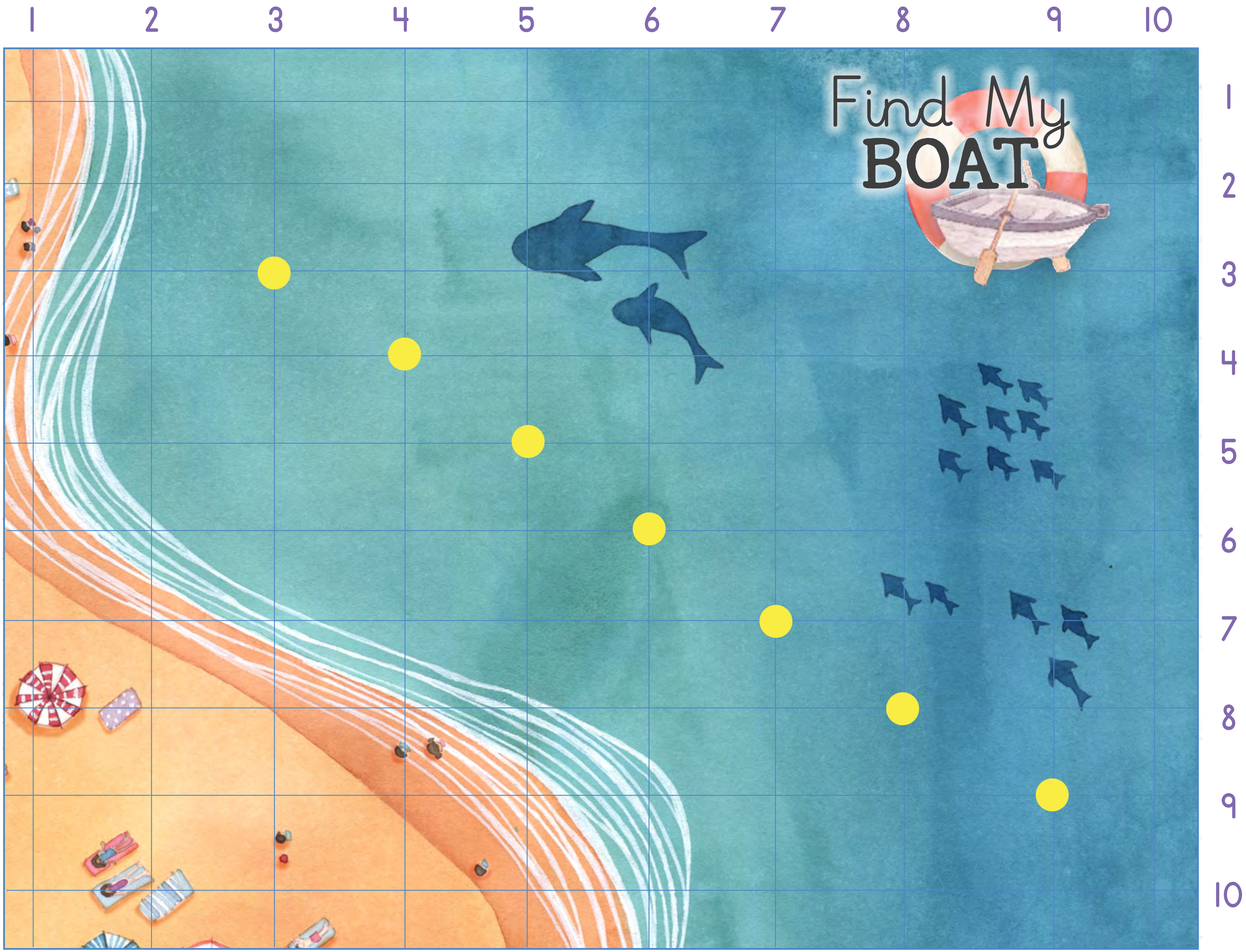
6 + ☐ = ☐

○ Take all the boats from the math box. Read to the child: The problems you just created and solved are doubles addition problems. In this course you will memorize doubles addition facts. Let's play a fun game. First, let's practice some doubles facts. Quiz the child aloud on these problems:

3	4	5	6	7	8	9
+ 3	+ 4	+ 5	+ 6	+ 7	+ 8	+ 9
6	8	10	12	14	16	18

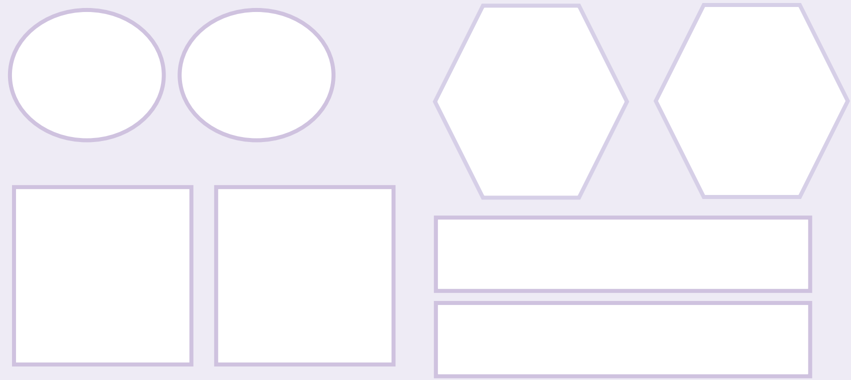
Find My Boat Game: Read to the child: On the next page is an ocean with a graph. Without letting me see, place three boats on the correct circles by using the numbers on the top and the side. For example, boat #6 goes on 3 across and 3 down because 3 + 3 equals 6. Boat #8 goes on 4 across and 4 down because 4 + 4 equals 8. I will say a problem from the blue box above. When I say a problem that has a boat on its answer, you say, "You found my boat; 3 + 3 equals 6 (or whatever the problem is)." The game is over when all the boats are found. Play the game as many times as desired.

Find My BOAT

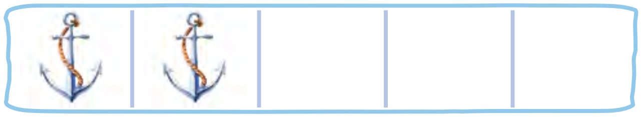

1
2
3
4
5
6
7
8
9
10
1
2
3
4
5
6
7
8
9
10

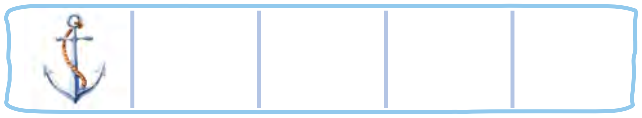
REVIEW

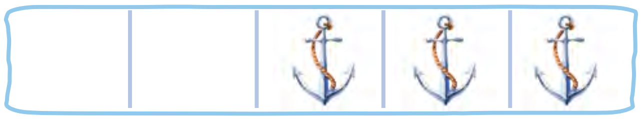
Draw a line through the middle of the first shape in each pair. You can draw the line any way you want, as long as it splits the shape in half equally. In the second shape of the pair, split the shape in half a different way.



In each purple box, write how many more anchors are needed to make 5.







Draw a line from the sailboat to the dock with the correct answer to the problem.

10 + 9 =

9 + 8 =

4 + 7 =

3 + 2 =

11 + 6 =

Complete each problem.

$\begin{array}{r} 10 \\ +\ 11 \\ \hline \end{array}$ $\begin{array}{r} 17 \\ +\ 20 \\ \hline \end{array}$ $\begin{array}{r} 22 \\ +\ 12 \\ \hline \end{array}$ $\begin{array}{r} 26 \\ +\ 10 \\ \hline \end{array}$ $\begin{array}{r} 15 \\ +\ 24 \\ \hline \end{array}$ $\begin{array}{r} 19 \\ +\ 20 \\ \hline \end{array}$ $\begin{array}{r} 21 \\ +\ 18 \\ \hline \end{array}$

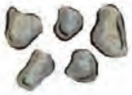
Lesson
26

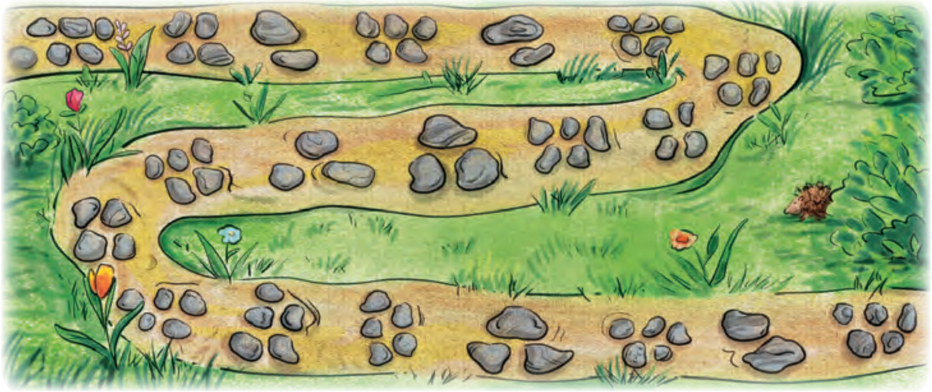
SUBITIZING: PART 1

Have the child practice items that are not mastered.

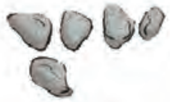
- Say the days of the week and the months of the year.
- Spell ONE, TWO, and THREE aloud.
- Take the blue clocks from the math box and say the time on each. Then put the clocks in order from the earliest time to the latest time, assuming all the times are in the morning.

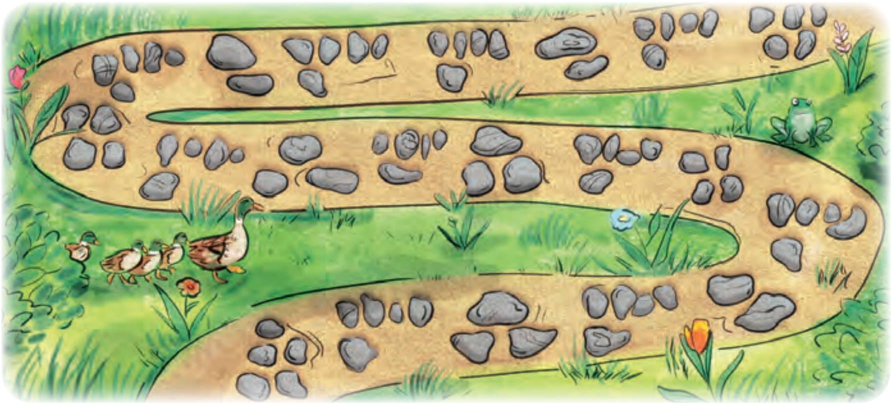
○ Read to the child: This is Kayla and her dog, Barney. They live in a cozy little house in the forest. Her grandma lives very close by, so Kayla's father made a stone path between the two houses. Some of the stones are in groups of 5 that look like this, with 3 stones on top and 2 on the bottom. On the path below, circle all the stones that are in groups of 5.



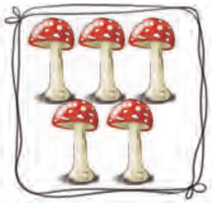


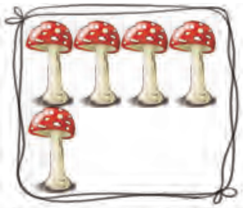
Subitizing [SUB–ih–tize–ing] is the ability to instantly recognize the number of objects without counting them. You just did that with the number 5. Kayla's aunt also lives close to Kayla, and there is another stone path that leads to Kayla's aunt's house. Some of the stones are in groups of 5 that look like this, with 4 stones on top and 1 on the bottom. On the path below, look for and circle all the stones that are in groups of 5 that look like this.

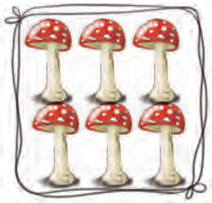


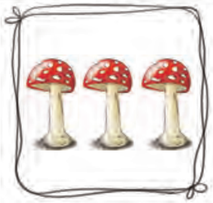


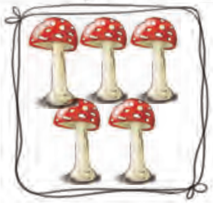
○ Read to the child: Along the path Kayla saw groups of mushrooms. Circle the mushrooms that are in groups of 5. Don't count the mushrooms; just look for groups of 3 and 2 or 4 and 1.

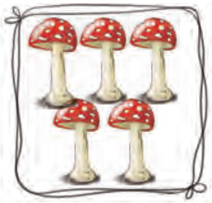


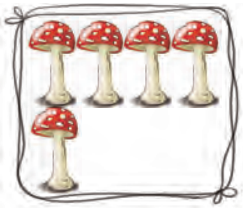


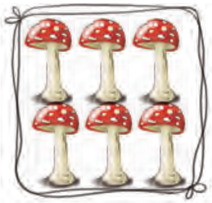












REVIEW

Complete the subtraction problems. Use your fingers or the numbers in the blue circles to count up or down if needed.

6 − 4 = ☐ 0 1 2 3 4 5 6

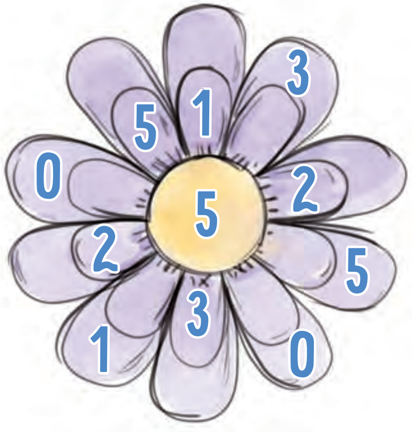
5 − 3 = ☐ 0 1 2 3 4 5 6

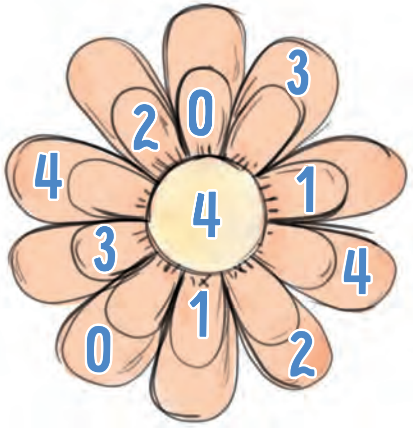
6 − 2 = ☐ 0 1 2 3 4 5 6

4 − 2 = ☐ 0 1 2 3 4 5 6

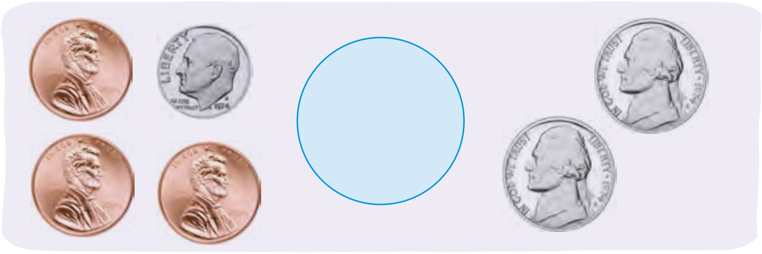
5 − 2 = ☐ 0 1 2 3 4 5 6

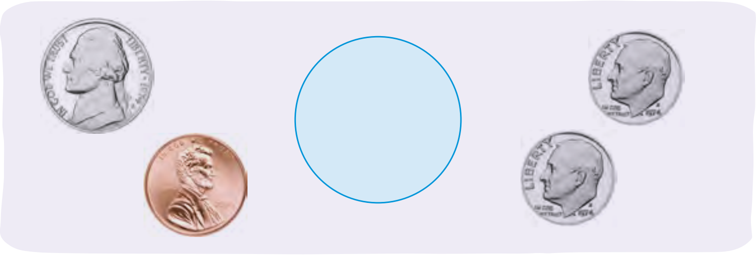
The numbers in each set of overlapping petals need to add up to equal the number in the center. Fill in the missing numbers.

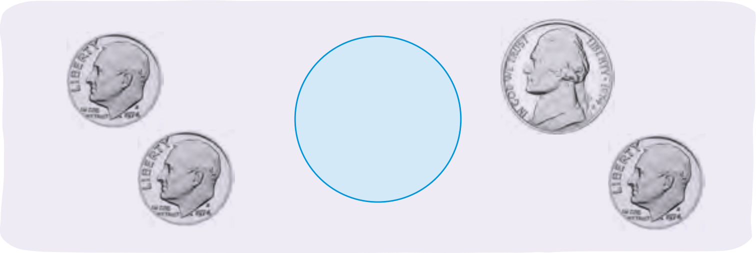




Write the less than, greater than, or equal to symbol (<, >, =) in each blue circle to compare the two sides.







Complete each problem.

$\begin{array}{r} 23 \\ +\ 11 \\ \hline \end{array}$ $\begin{array}{r} 35 \\ +\ 22 \\ \hline \end{array}$ $\begin{array}{r} 46 \\ +\ 22 \\ \hline \end{array}$

Lesson
27

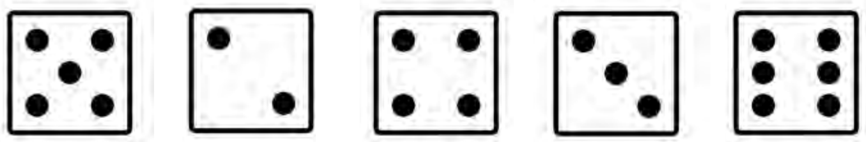
SUBITIZING: PART 2

Have the child practice items that are not mastered.

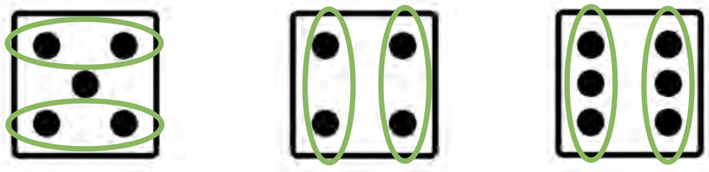
- Spell ONE, TWO, and THREE aloud.
- Watch the "How to Spell Numbers 1, 2, 3" video one or more times.
- Answer the doubles addition facts.

$\begin{array}{r}3\\+\ 3\\\hline\end{array}\quad\begin{array}{r}4\\+\ 4\\\hline\end{array}\quad\begin{array}{r}5\\+\ 5\\\hline\end{array}\quad\begin{array}{r}6\\+\ 6\\\hline\end{array}\quad\begin{array}{r}7\\+\ 7\\\hline\end{array}\quad\begin{array}{r}8\\+\ 8\\\hline\end{array}\quad\begin{array}{r}9\\+\ 9\\\hline\end{array}$

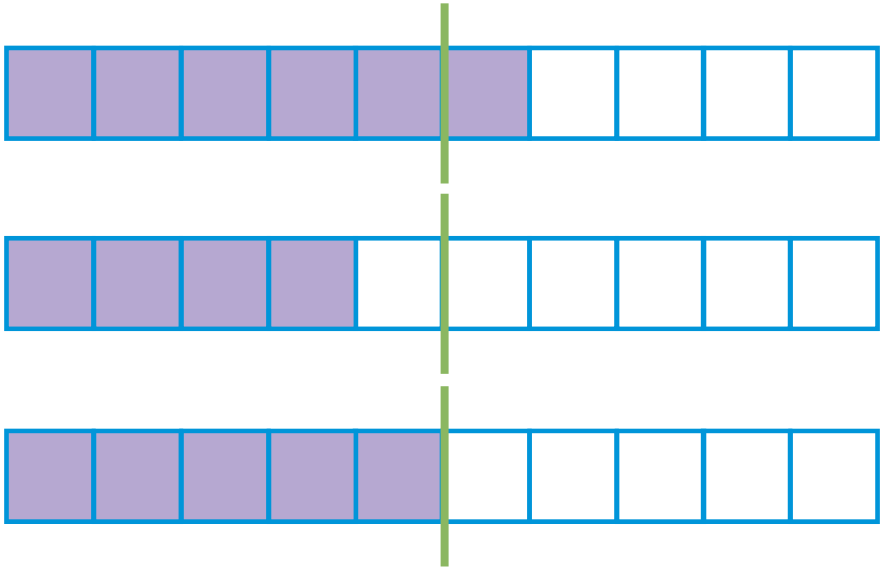
○ Read to the child: Look at the dice below. Can you guess the number on the dice without counting the dots? See how many dice you can guess without counting.



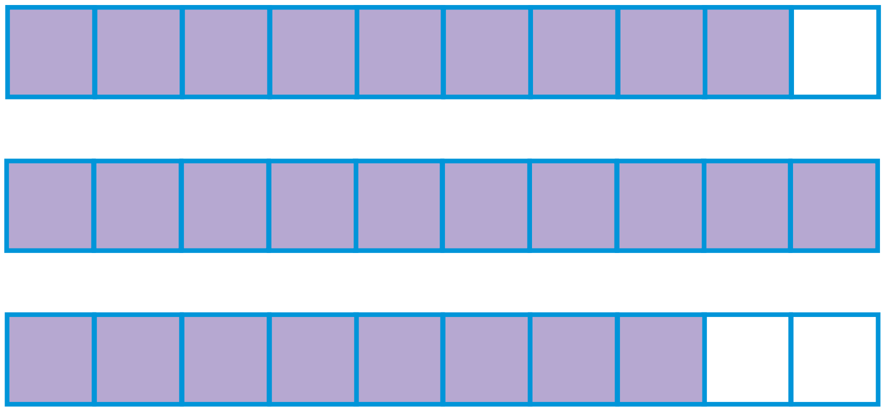
○ Take the 1–6 dice from the math box. Read to the child: One way to quickly determine the number in a group without counting is to memorize the pattern of smaller groups of dots. Look at the circled patterns. Number 5 has 2 dots on the top and bottom and 1 in the middle. Number 4 has 2 groups of 2. And number 6 has 2 groups of 3. Roll the dice and practice saying the number as quickly as possible without counting the dots.



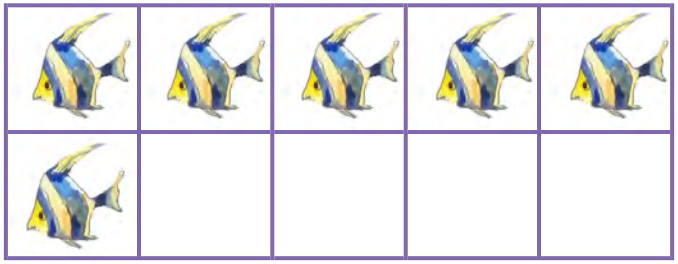
○ Read to the child: Let's see if you can guess the number of colored blocks in these ten sticks. Remember that 5 is half of 10, so if you see that half of the blocks in the stick are colored, then the answer is 5. If you can automatically guess 5, then 4 is just 1 at the left (less) of 5, and 6 is just 1 at the right (more).

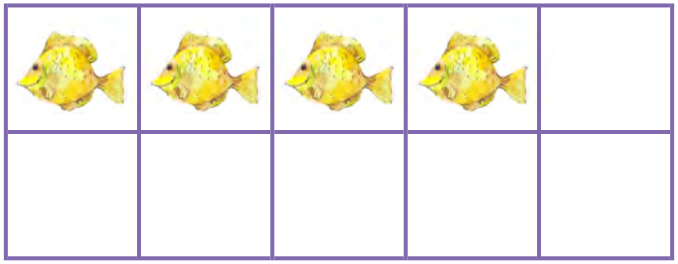


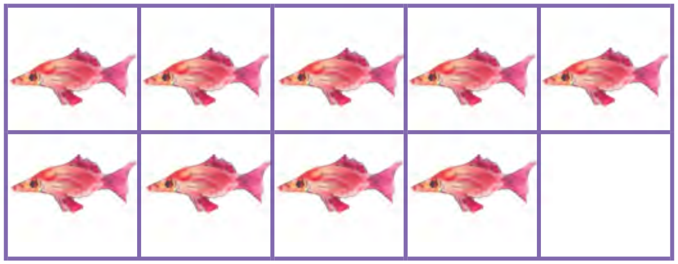
○ Read to the child: We can use the same idea to determine 10. If all 10 blocks in the ten stick are colored, then the answer is 10. If 1 less than 10 is colored, then the answer is 9. Look at the ten sticks below and determine the number of colored blocks in each without counting.

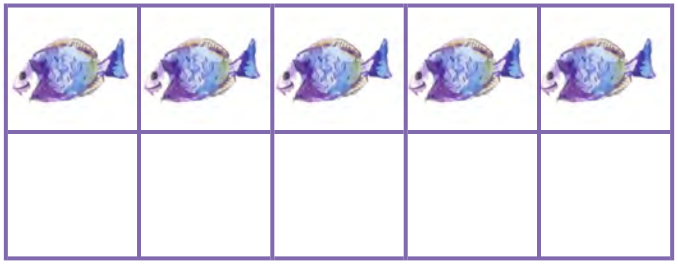


○ Read to the child: Without counting, write the number of fish in each ten frame in the box to its right.

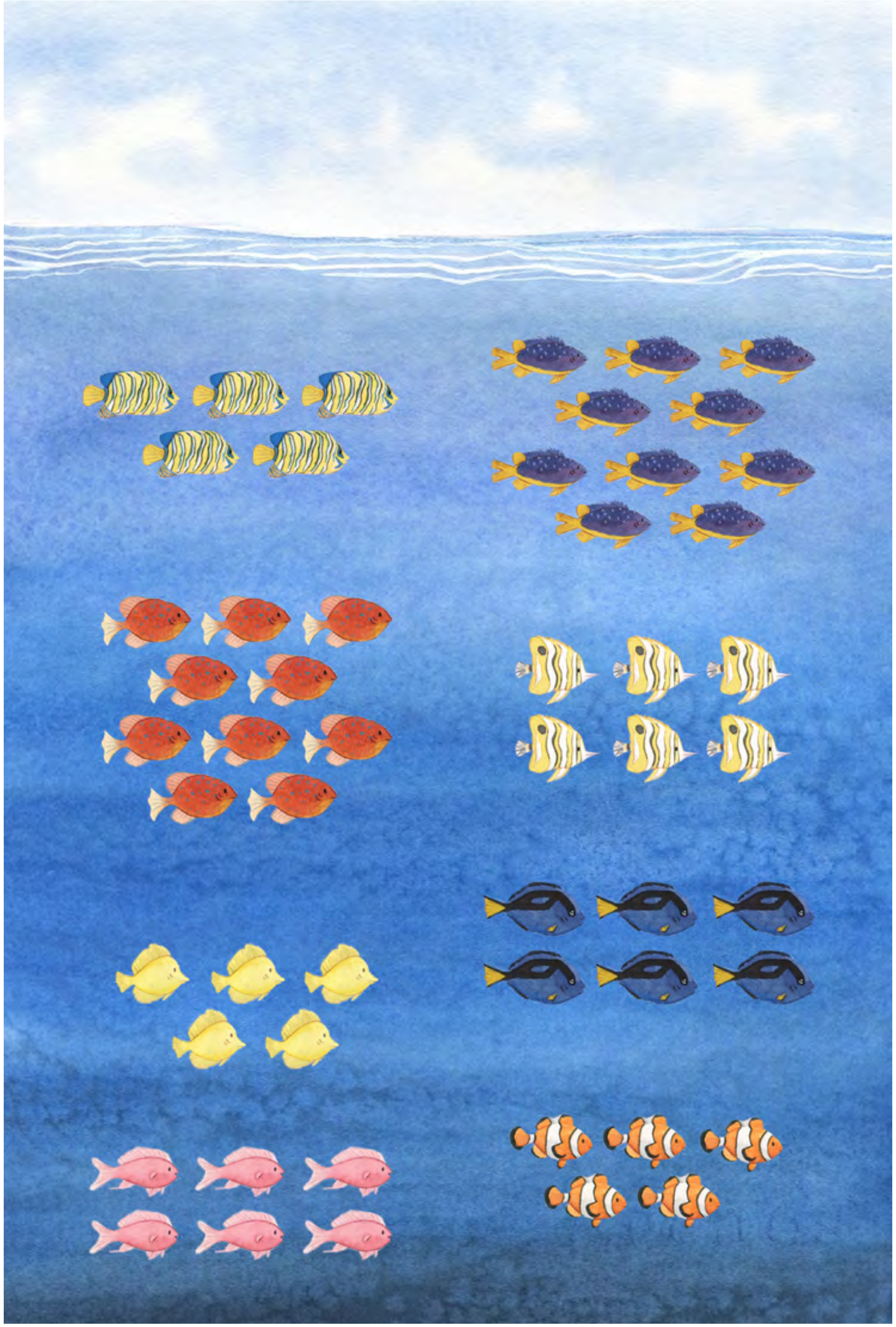






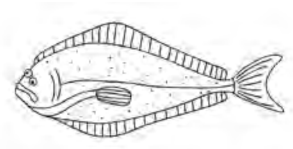
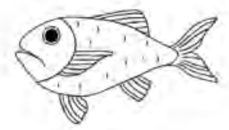
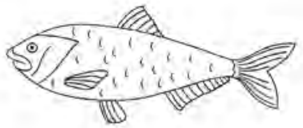
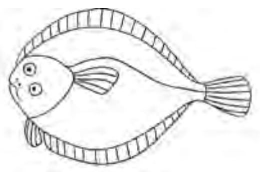


○ **Fishing Game:** Take a boat from the math box. Read to the child: Place your boat on top of the water. When I say 5, 6, or 10, draw a line from the boat to a matching group (without counting the items individually) and draw a net around it. Repeat until all the groups of fish have nets around them.



REVIEW

Fill in the missing ordinal positions for the fish: 2nd and 4th.

1st		3rd	

For each problem write the correct number in the first blank box to create a doubles addition problem. Write the answer in the second box. For example, 7 + 7 = 14.

2 + ☐ = ☐

6 + ☐ = ☐

5 + ☐ = ☐

3 + ☐ = ☐

Fill in the missing numbers, counting backward from 20.

20			17	16		14	13		11
		8		6	5		3		

Complete each problem.

$$\begin{array}{r} 18 \\ +\ 10 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ +\ 21 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ +\ 12 \\ \hline \end{array} \qquad \begin{array}{r} 24 \\ +\ 14 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ +\ 21 \\ \hline \end{array} \qquad \begin{array}{r} 13 \\ +\ 23 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ +\ 10 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ +\ 20 \\ \hline \end{array}$$

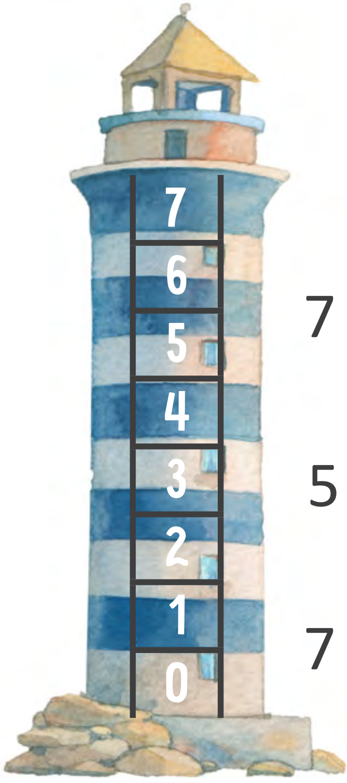
Lesson
28

SUBTRACTION: PART 4

Have the child practice items that are not mastered.

- Write “35” on the whiteboard. Which digit is in the ones place [5] and tens place? [3]
- Count backward from 20 to 0. Count from 120 to 150.

○ Read to the child: Let’s practice subtraction by going down a lighthouse ladder. We learned that one way to subtract is to count back from the higher number to the lower number. Solve the problems by pointing to the higher number on the lighthouse and counting back to the lower number. Don’t count the number you start on. Write the answer in the box.



7 – 5 = ☐ 6 – 3 = ☐

5 – 3 = ☐ 6 – 0 = ☐

7 – 2 = ☐ 4 – 2 = ☐

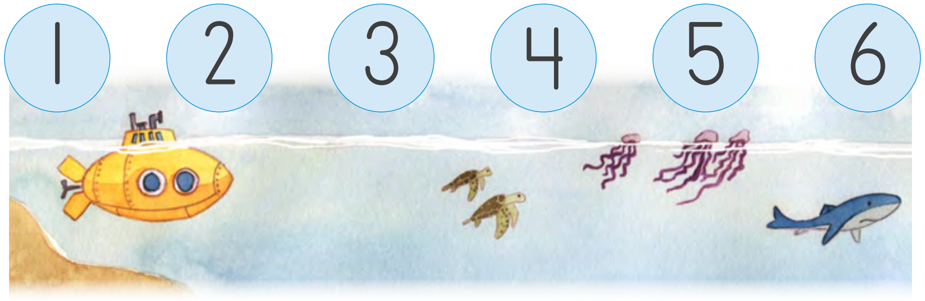
○ Read to the child: Another way to subtract is to start from the number you are taking away and count up to the greater number. Have the child solve the problems by starting with the lower number (in blue) and counting up (using fingers) to the greater number (in green).

6 – 3 = ☐ 5 – 3 = ☐

5 – 2 = ☐ 6 – 4 = ☐

6 – 2 = ☐ 3 – 2 = ☐

○ Take a boat from the math box and give it to the child. Read to the child: Move your boat back and forth on the numbers to help you determine the answers to the problems below. You can either start at the greater number and count back to the number you are taking away or start at the number you are taking away and count forward to the greater number.



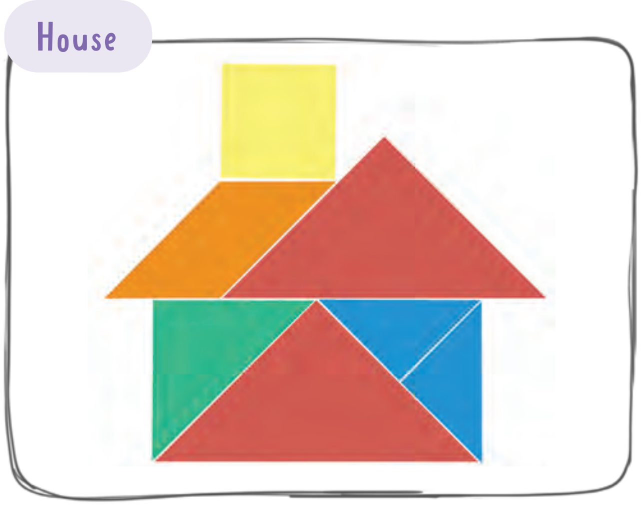
6 – 4 = ☐ 5 – 2 = ☐

6 – 3 = ☐ 5 – 4 = ☐

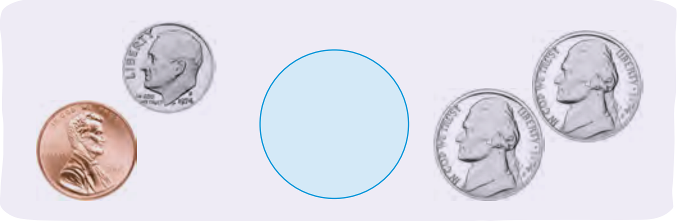
REVIEW

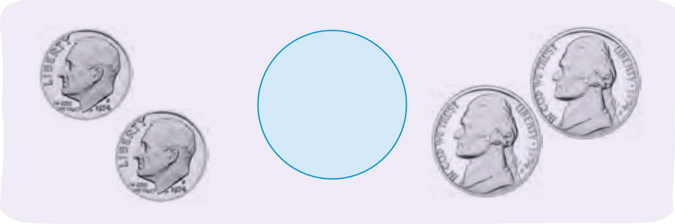
Use the shapes from the math box to re-create the image.

House



Write the less than, greater than, or equal to symbol (<, >, =) in each blue circle to compare the two sides.





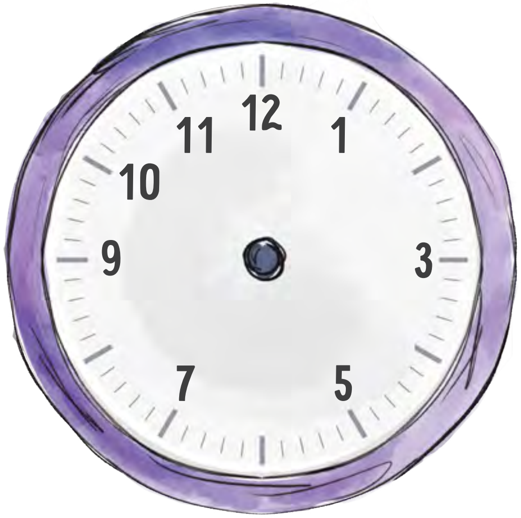
Complete each problem.

$$\begin{array}{r} 16 \\ +\ 23 \\ \hline \end{array} \qquad \begin{array}{r} 18 \\ +\ 21 \\ \hline \end{array}$$

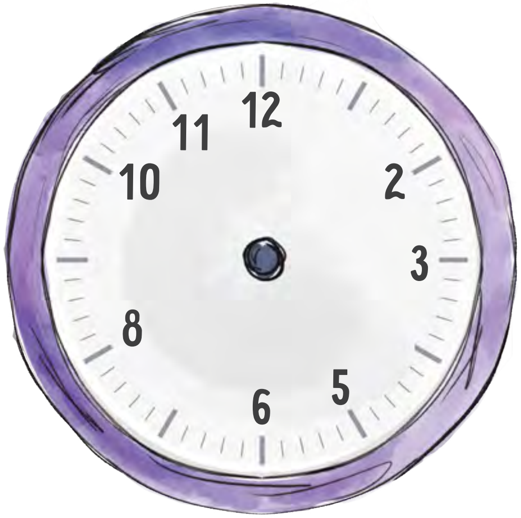
$$\begin{array}{r} 35 \\ +\ 23 \\ \hline \end{array} \qquad \begin{array}{r} 45 \\ +\ 21 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ +\ 4 \\ \hline \end{array}$$

On each clock fill in the missing numbers and draw the clock hands to show the time given.



4:00



8:30

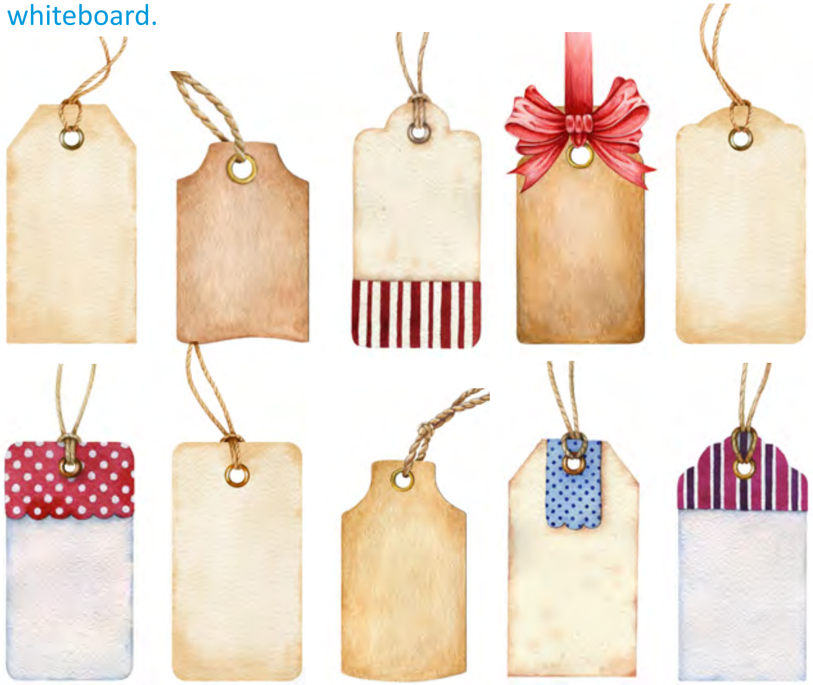
Lesson
29

WRITING NUMBERS TO 40: PART 1

Have the child practice items that are not mastered.

- Spell ONE, TWO, and THREE aloud.
- Watch the "How to Spell One, Two, Three" video one or more times if you cannot spell the words.
- Count by 10s from 150 to 300.

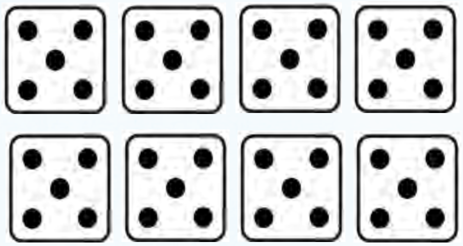
○ Read to the child: Ella is helping her mom put numbers on tags for a fun gift-exchange game with their large homeschool co-op group. Ella has 10 tags, and she needs to write the numbers 30 to 39 on them. You get to write numbers on tags too. Write the numbers 30 to 39 on the tags below. If needed, model how to write the numbers on the whiteboard.



What Number Am I?

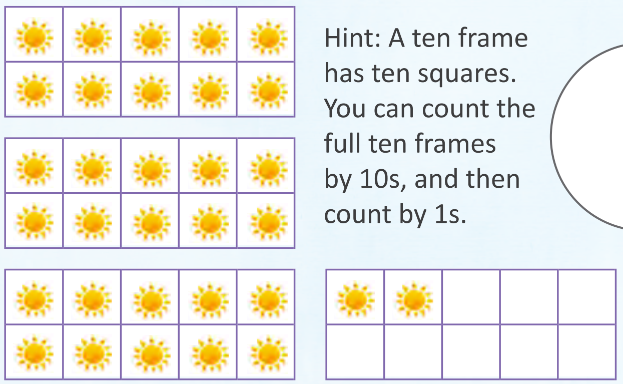
○ Read to the child: Use the clues in each box to figure out what number to write in each circle.

Hint: Count by 5s.



○

37 ○ 39 ○



Hint: A ten frame has ten squares. You can count the full ten frames by 10s, and then count by 1s.

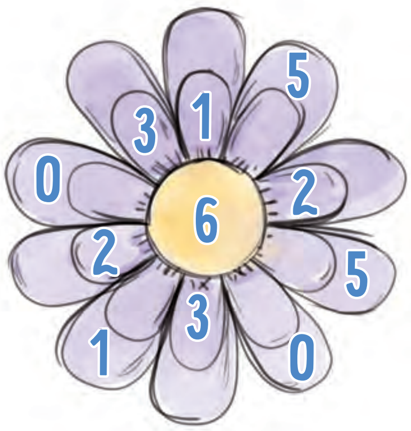
○

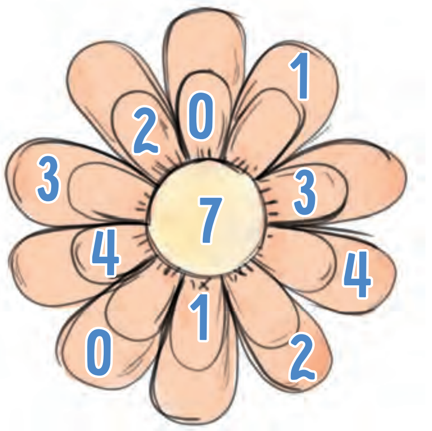
REVIEW

Fill in the missing numbers on the calendar and write the circled dates in the matching colored boxes.

April 2024						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3			6
	8	9	10	11	12	13
14	15	16		18		20
21			24	25	26	
	29	30				

The numbers in each set of overlapping petals need to add up to equal the number in the center. Fill in the missing numbers.

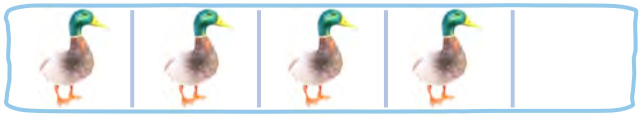


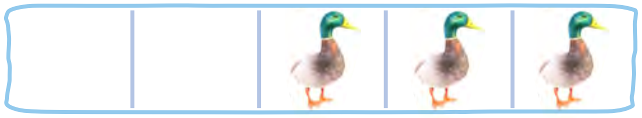


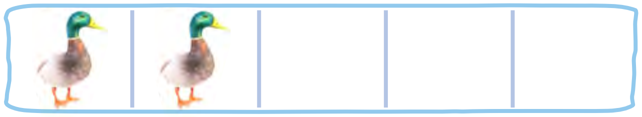
Complete each problem.

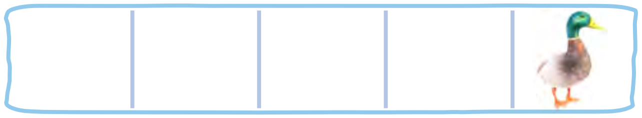
$$\begin{array}{rrrrrr} 16 & 18 & 17 & 12 & 13 & 14 \\ +13 & +11 & +21 & +\ 6 & +\ 5 & +\ 4 \\ \hline \end{array}$$

In each purple box, write how many more ducks are needed to make 5.









Lesson
30

PLACE VALUE PRACTICE

Have the child practice items that are not mastered.

- Draw a circle going clockwise.
- Count from 189 to 210.
- Answer the doubles addition facts.

6	4	5	3	7	9	8
+ 6	+ 4	+ 5	+ 3	+ 7	+ 9	+ 8

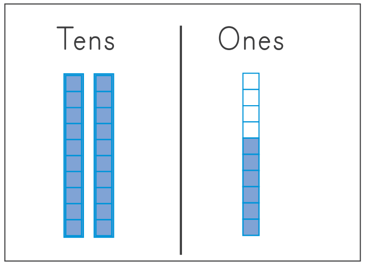
○ Read to the child: Jesus said, "I am the good shepherd." A good shepherd loves his sheep, watches over them, and keeps them safe. Jesus truly is our good shepherd, and we are like His sheep. Today, we are going to use sheep in our lesson to practice place value.

Have the child complete the page in this lesson titled "How Many Sheep Are in Each Barn?" while you cut out the items on the next page. (Remove the page before cutting.)

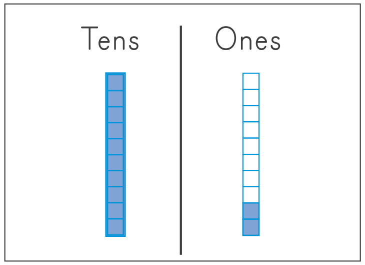
○ Write the following on scratch paper:

Tens	Ones

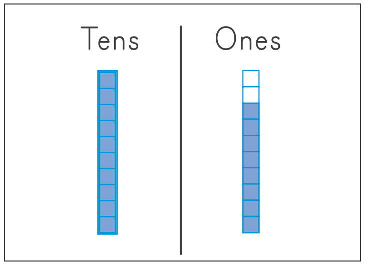
○ Give the child the ten sticks and the boxes with purple font that you cut out. Read to the child: Let's figure out how many sheep each farm has by using ten sticks. First, choose a box with a person's name on it and how many sheep are on his or her farm. Then, on the paper, show that number using ten sticks. Remember to put the full tens in the tens column and the ones in the ones column. Here are some examples of how the child should place the ten sticks.



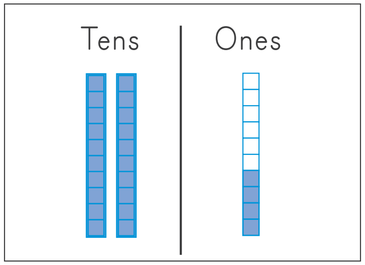
Jane's Farm
26 sheep



Marco's Farm
12 sheep



Abe's Farm
18 sheep



Vanessa's Farm
24 sheep

You will be directed to cut these out during the lesson.
You do not need to prepare them before the lesson.

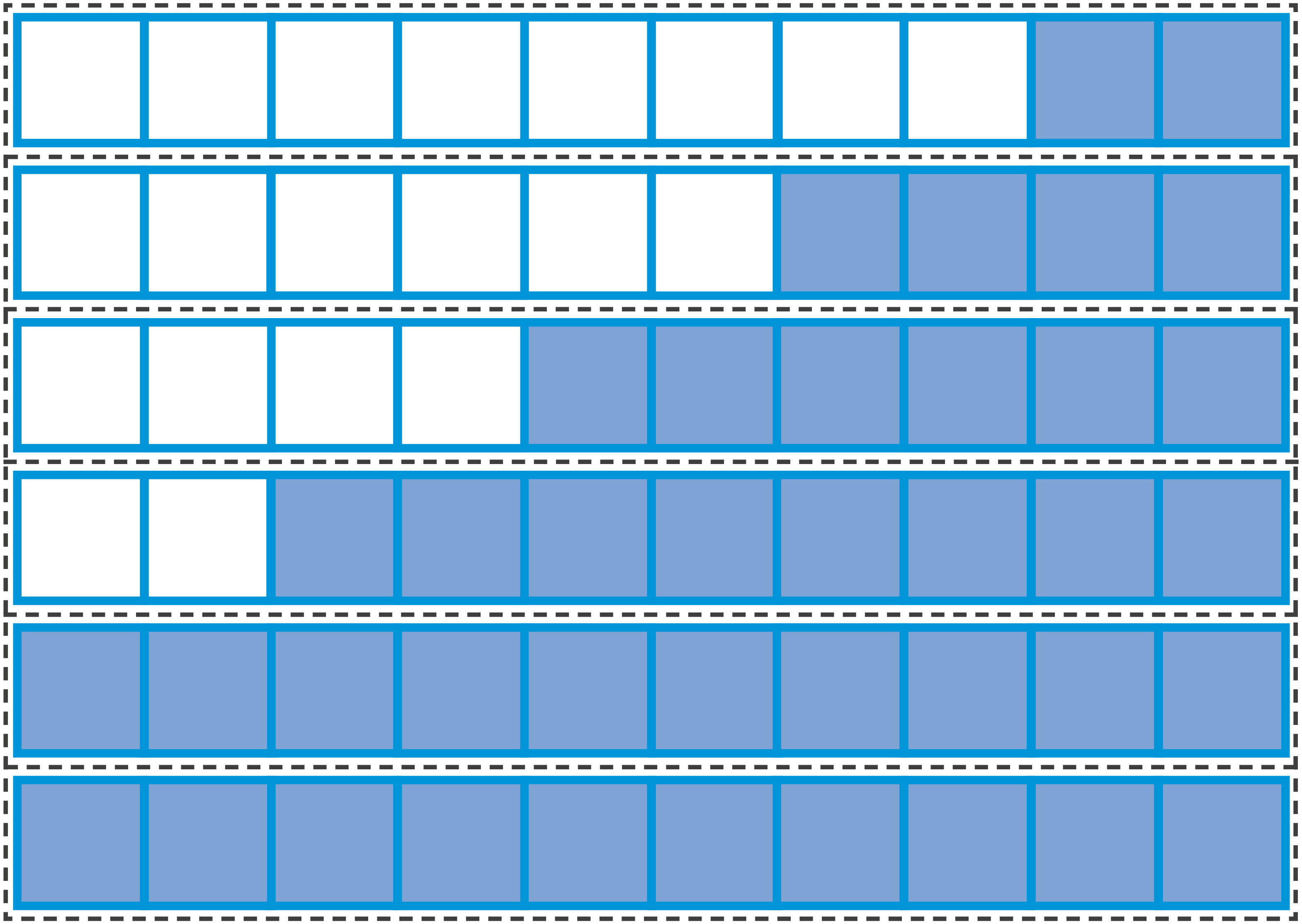
Jane's Farm
26 sheep

Marco's Farm
12 sheep

Abe's Farm
18 sheep

Vanessa's Farm
24 sheep

Seth's Farm
16 sheep

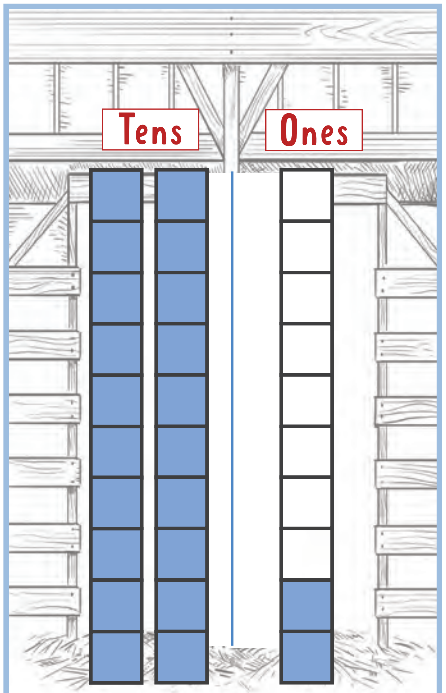


This page is blank for double-sided printing purposes.

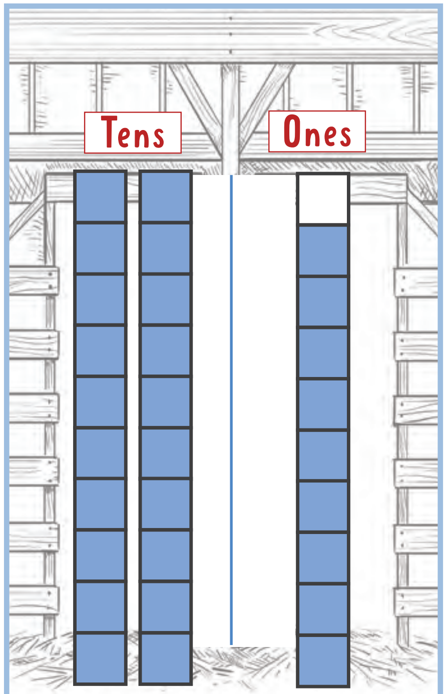
○ Have the child write how many blocks are filled in the ones column, how many full ten sticks are in the tens column, and then the number that is represented by all the blocks.

How Many Sheep Are in Each Barn?

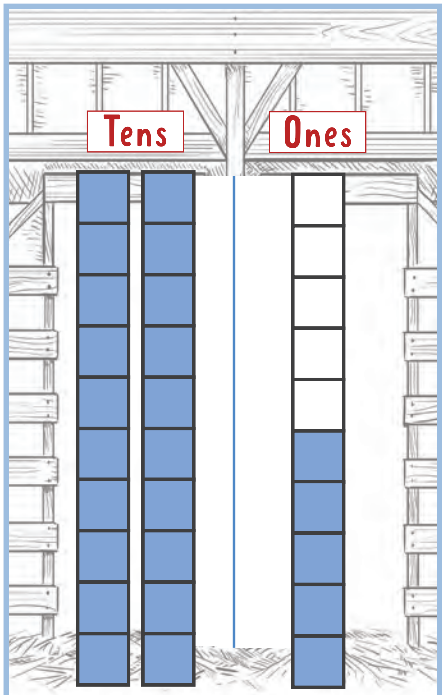
Tim's Barn



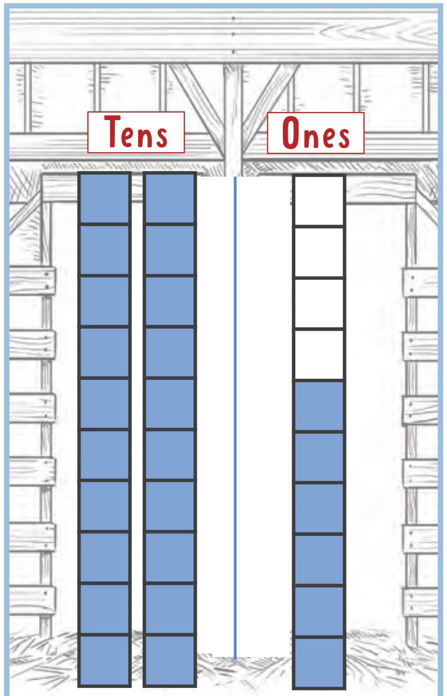
Beth's Barn



Bill's Barn

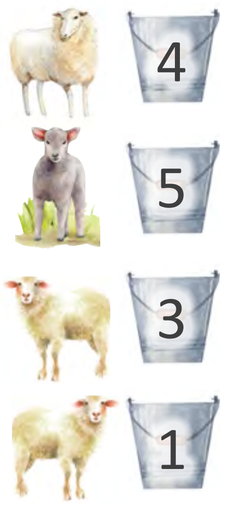


Mindy's Barn

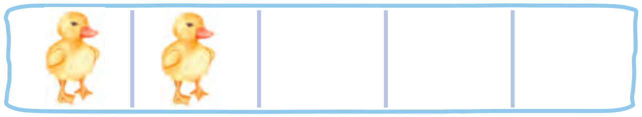


REVIEW

Draw tally marks on the chart to show the number of buckets of feed each sheep ate in a week.



In the purple box, write how many more chicks are needed to make 5.



Complete the subtraction problems. Use your fingers or the numbers in the blue circles to count up or down if needed.

5 − 2 = ☐ 0 1 2 3 4 5 6

6 − 2 = ☐ 0 1 2 3 4 5 6

4 − 1 = ☐ 0 1 2 3 4 5 6

3 − 0 = ☐ 0 1 2 3 4 5 6

6 − 2 = ☐ 0 1 2 3 4 5 6

5 − 3 = ☐ 0 1 2 3 4 5 6

Complete each problem.

16	17	15	13	12	19	14	16	12
+ 11	+ 12	+ 21	+ 5	+ 7	+ 10	+ 5	+ 3	+ 15

Lesson
31

PENNIES, NICKELS, AND DIMES: PART 2

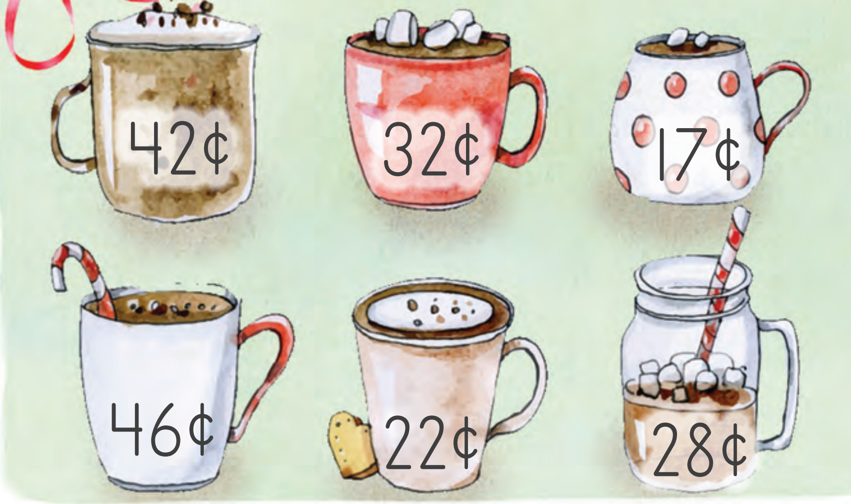
Have the child practice items that are not mastered.

- Spell ONE, TWO, and THREE aloud.
- Watch the "How to Spell Numbers 1, 2, 3" video one or more times if you cannot spell the words.
- Count backward from 20 to 0.

○ Take 5 pennies, 5 nickels, and 5 dimes from the math box and give them to the child. Read to the child: Show me a nickel. How much is it worth? [5 cents] Show me a penny. How much is it worth? [1 cent] Show me a dime. How much is it worth? [10 cents]

Hot Chocolate

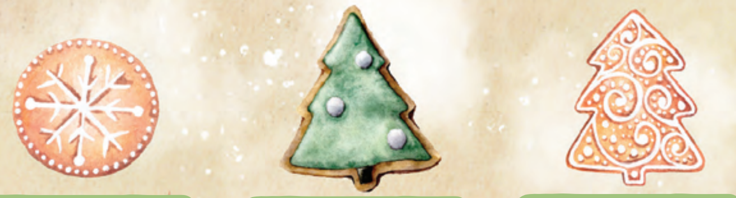
On each cup put a pile of coins that equals the amount shown. Use the fewest coins you can. Start by choosing the coins with the greatest values.



Christmas Cookies

○ Read to the child: Let's suppose that you made Christmas cookies, and you are going to sell them. In the green boxes, write an amount between 15 and 40 cents that you would sell each cookie for.

Sell your favorite cookie for more than the other cookies. Then, in the red boxes, stack the fewest coins possible to equal that price.



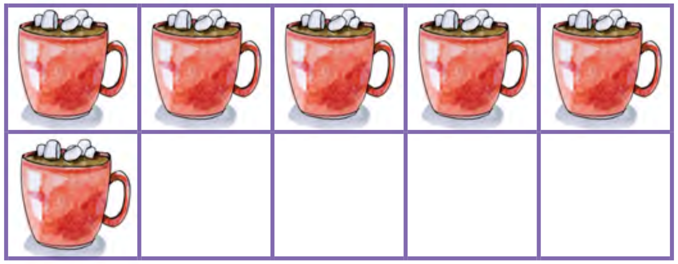
¢	¢	¢
¢	¢	¢

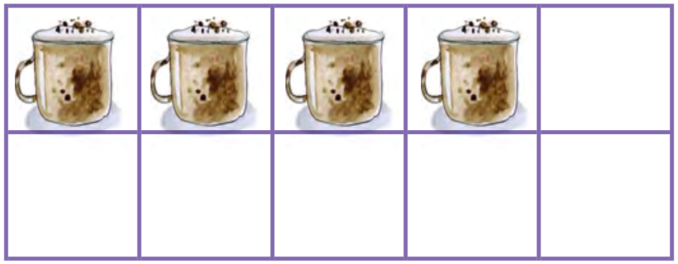
○ Read to the child:

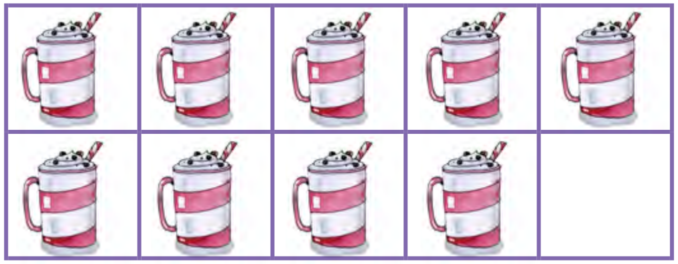
- Show me a nickel. Show me the number of pennies that equals the value of a nickel. [5]
- Show me a dime. Show me the number of nickels that equals the value of a dime. [2]
- Show me two dimes. Show me the number of nickels that equals the value of two dimes. [4]

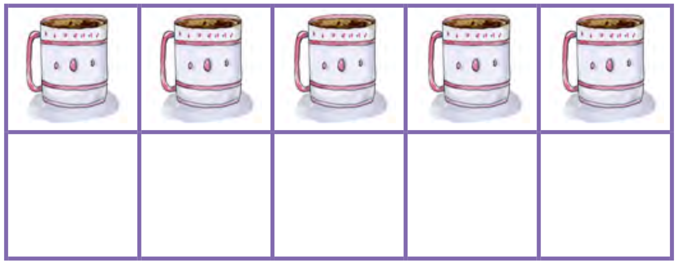
REVIEW

Without counting each mug individually, write the number of mugs in each ten frame.

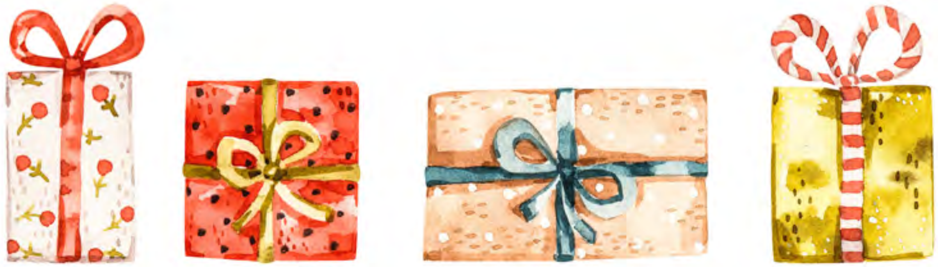








Fill in the missing ordinal positions for the gifts: **2nd, 3rd, and 4th.**



1st ☐ ☐ ☐

For each problem write the correct number in the first blank box to create a doubles addition problem. Write the answer in the second box.

2 + ☐ = ☐

5 + ☐ = ☐

6 + ☐ = ☐

3 + ☐ = ☐

4 + ☐ = ☐

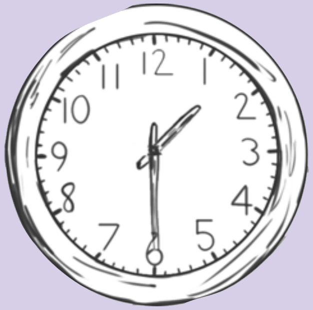
7 + ☐ = ☐

1 + ☐ = ☐

8 + ☐ = ☐

CLOCK Practice

Write the time shown on each clock.



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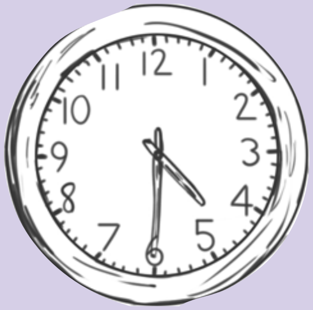

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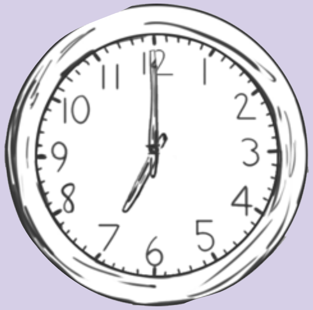

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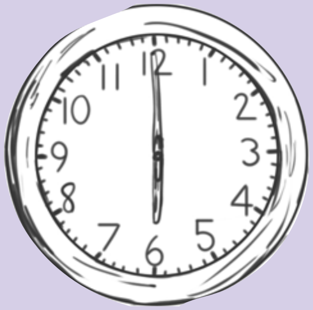

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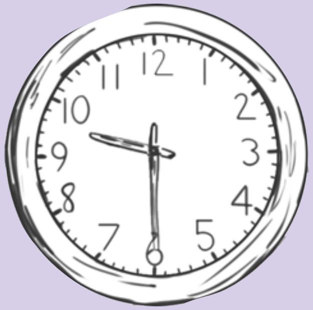

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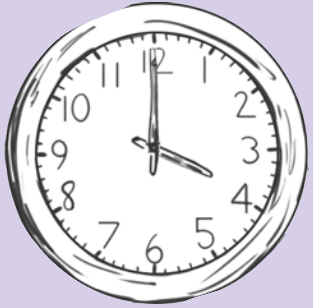

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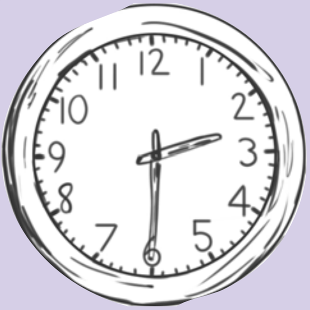

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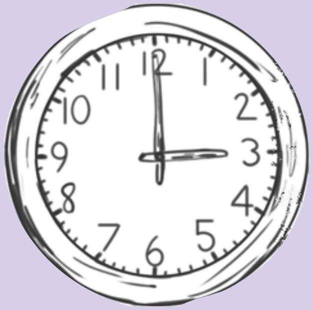

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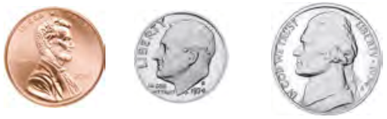
Lesson
32

DOUBLES ADDITION AND SHAPES

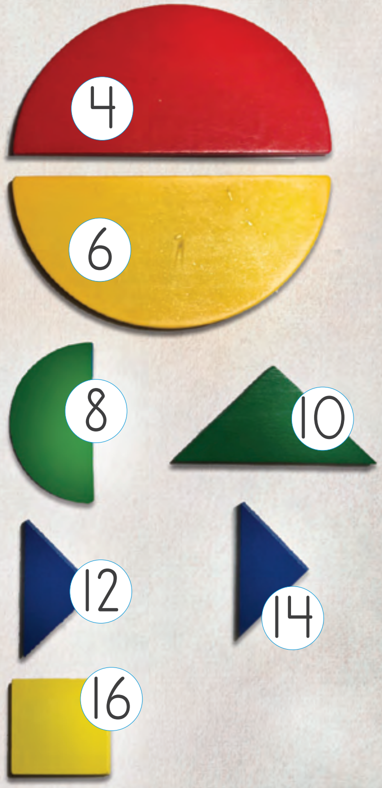
Have the child practice items that are not mastered.

- Write the number words for 1 to 3 on the whiteboard.
- Count backward from 20 to 0. Count from 200 to 220.
- Say the name of each coin and its value:



Doubles Addition Designs

○ Take the shapes shown on this page from the math box. Read to the child: Each red box tells you one item to make and gives you doubles addition problems to solve. The answers match which pieces you will use to make that box's item. Figure out how to make the item with the answer pieces.



Make a square.

6 + 6   7 + 7

Make a circle.

2 + 2   3 + 3

Make a house.

5 + 5   7 + 7   6 + 6   8 + 8

Make a tree.

5 + 5   7 + 7   6 + 6

Make a rectangle.

6 + 6   8 + 8   7 + 7

Make a building.

7 + 7   8 + 8

Make an arrow.

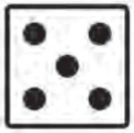
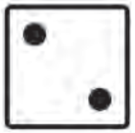
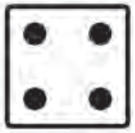
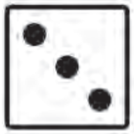
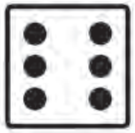
5 + 5   7 + 7   6 + 6   8 + 8

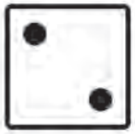
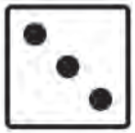
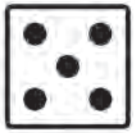
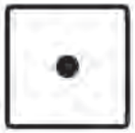
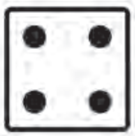
Make a boat.

2 + 2   8 + 8   7 + 7

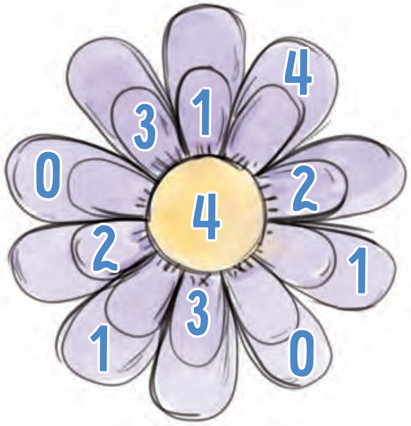
REVIEW

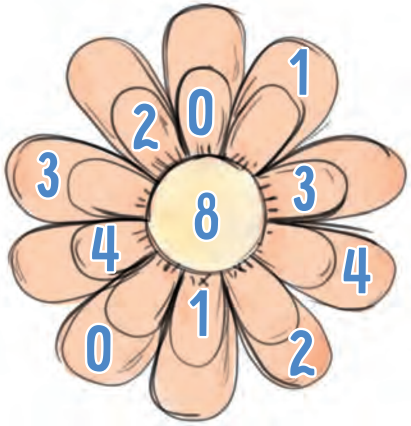
Without counting each dot individually, write the number on each dice in the boxes below.

The numbers in each set of overlapping petals need to add up to equal the number in the center. Fill in the missing numbers.

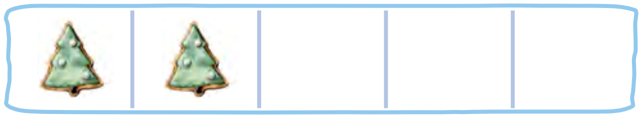


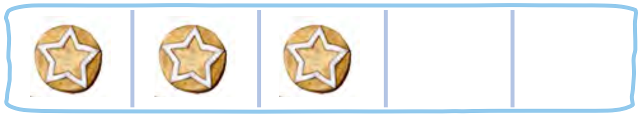


Fill in the missing numbers on the calendar and write the circled dates in the matching colored boxes.

March 2027						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3			6
	8	9	10	11	12	13
14	15	16		18		20
21			24	25	26	
	29	30	31			

In each purple box, write how many more cookies are needed to make 5.





Lesson
33

WRITING CENTS TO 25¢

Have the child practice items that are not mastered.

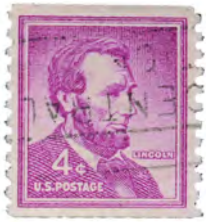
- List all the odd numbers from 0 to 10. [1, 3, 5, 7, 9]
- Count by 5s from 5 to 30.
- Recite a parent's phone number.
- Spell ONE, TWO, and THREE aloud.

○ Give the child 2 dimes, 2 nickels, and 5 pennies from the math box. Read to the child: This is Jade. She loves to collect old, valuable stamps. For her birthday her parents gave her more stamps for her collection. Each stamp shows how many cents it was worth when it was first made.

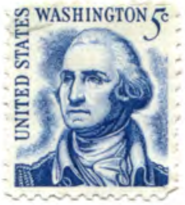
This is the cent sign; try drawing it twice. It's like a C with a line through it.

¢

In this column and the next, write the answer to the addition or subtraction problem. Don't forget the cent sign. Then put coins on each stamp to equal the value of the stamp.

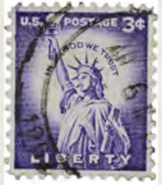

4¢
LINCOLN
U.S. POSTAGE

+

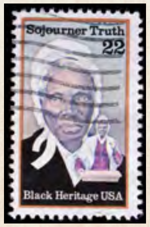

WASHINGTON 5¢
UNITED STATES

=

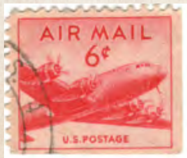
Stamp Addition & Subtraction


U.S. POSTAGE 3¢
LIBERTY

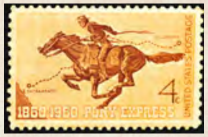
+


Sojourner Truth
22
Black Heritage USA

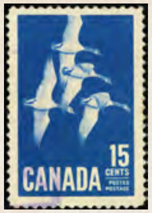
=


AIR MAIL
6¢
U.S. POSTAGE

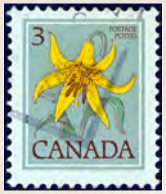
+


4
1860 1960 PONY EXPRESS
UNITED STATES POSTAGE

=


CANADA
15 CENTS

+



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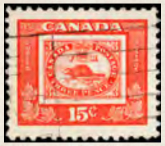

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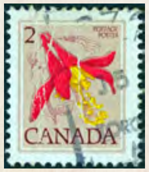

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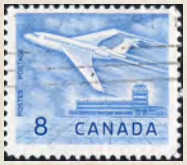

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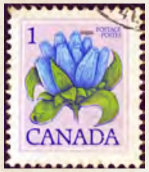

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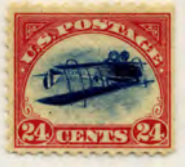
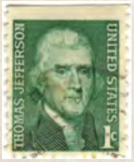

U.S. POSTAGE
24 CENTS 24

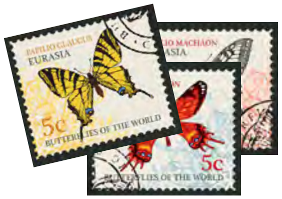
+

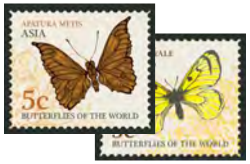

THOMAS JEFFERSON
UNITED STATES
1¢

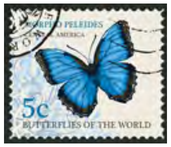
=

REVIEW

Write the **word** for the number of stamps in each set.







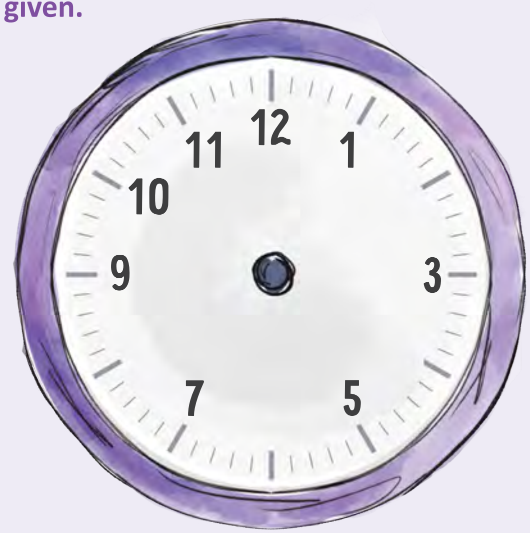
Complete each addition problem.

16	18	35	45
+ 23	+ 21	+ 23	+ 21

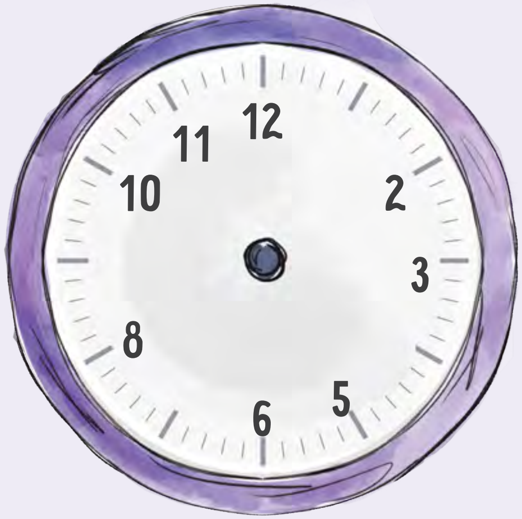
Complete each subtraction problem.

3	5	4	5
- 2	- 1	- 2	- 2

On each clock fill in the missing numbers and draw the clock hands to show the time given.



4:00



8:30

Fill in the missing numbers, counting backward from 20 to 11 and 10 to 1.

20	10
	7
16	
	4

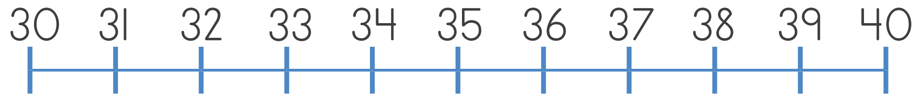
Lesson
34

WRITING NUMBERS TO 40: PART 2

Have the child practice items that are not mastered.

- Spell ONE, TWO, and THREE aloud.
- Say the odd numbers from 1 to 10. [1, 3, 5, 7, 9]

○ Read to the child: Point to the numbers as you count from 30 to 40.


30
31
32
33
34
35
36
37
38
39
40

Write the missing numbers in the blank boxes, counting up by ones.

33		

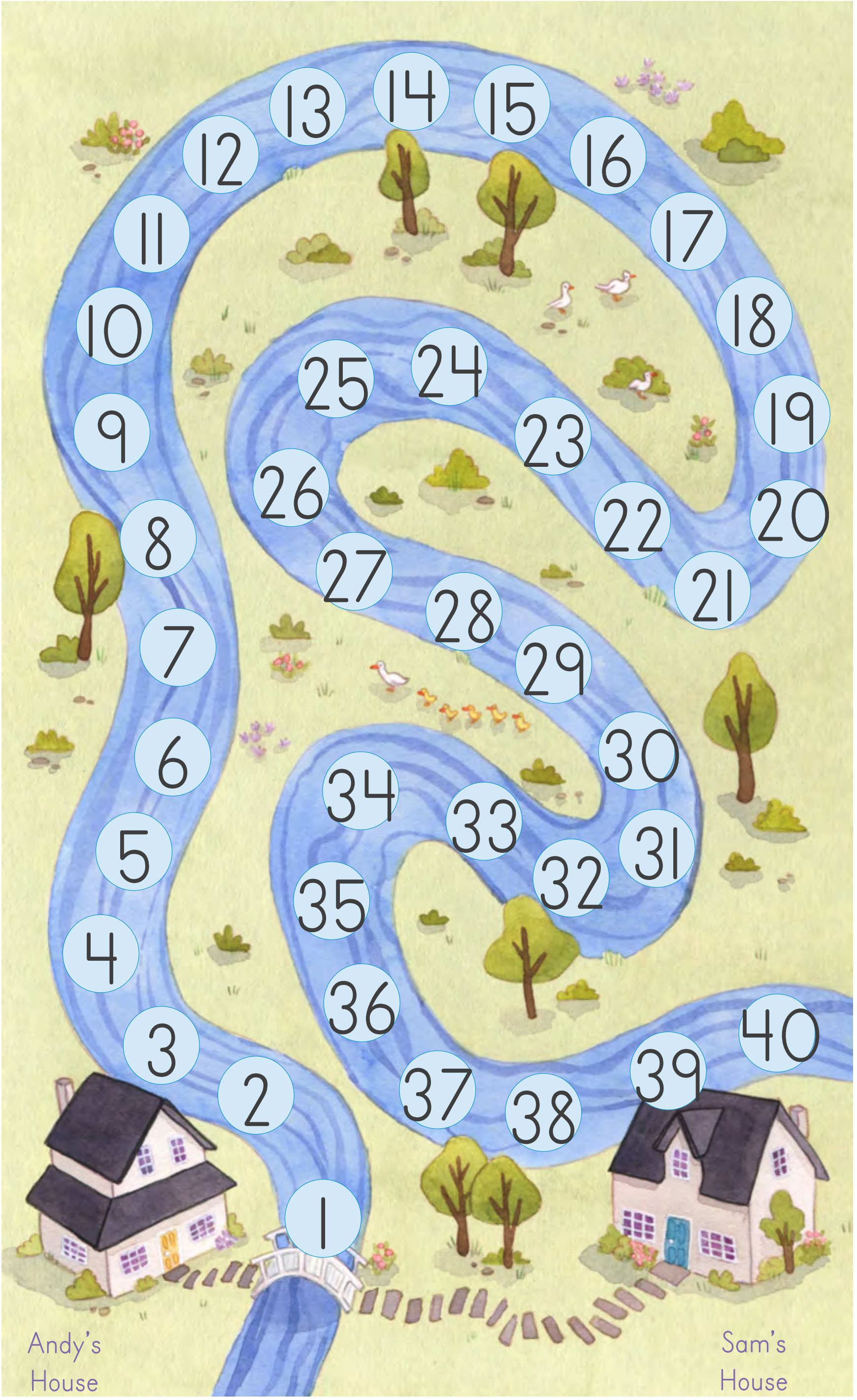
35		

29		

38		

○ Take the rowboat from the math box and give it to the child. Read to the child: One warm summer morning, Andy jumped into his rowboat and rowed all the way from his house to his friend's house. Even though he can walk across the bridge to Sam's house, sometimes he prefers to row there. Place your boat on number 1 and move it through the river to number 30 as you count the numbers.

That was pretty quick! Now the rowing gets harder and slower. On the whiteboard write "31," and then move your boat to 31. On the whiteboard write "32," and then move your boat to 32. Continue on through the number 40.


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
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20
21
22
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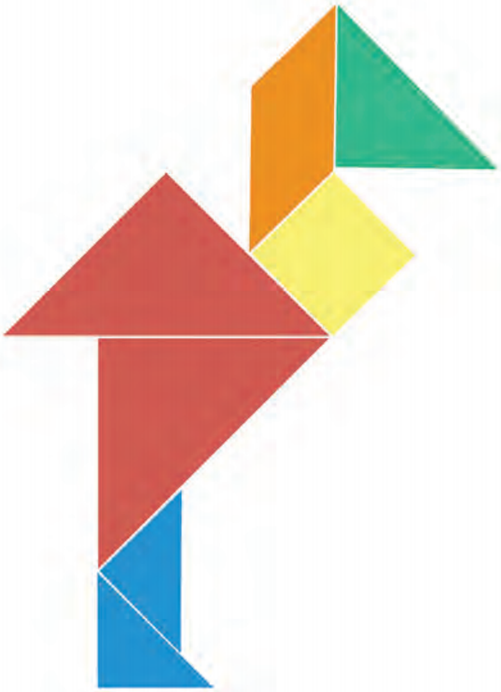
35
36
37
38
39
40
Andy's House
Sam's House

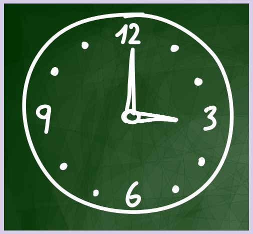
REVIEW

Use the shapes from the math box to re-create the image.

Bird



Write the time shown on each clock.



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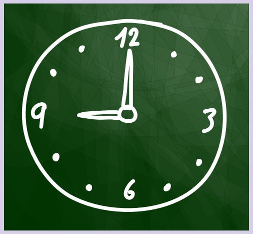

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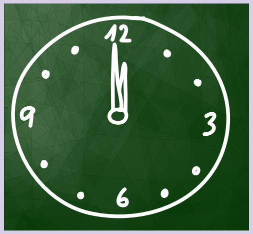


:

Complete each problem. Don't forget the cent sign.

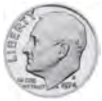
16¢
+ 23¢

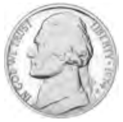
33¢
+ 13¢

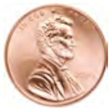
41¢
+ 35¢

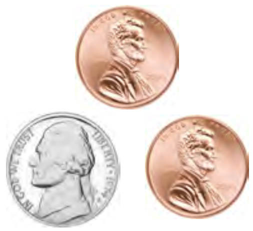
52¢
+ 23¢

Write the number of cents shown by each coin or group of coins. Don't forget the cent sign.









Lesson 35

ADDITION STORIES: PART 1

Have the child practice items that are not mastered.

- Say the days of the week and the months of the year.
- Spell ONE, TWO, and THREE aloud.
- Lay out the blue clocks from the math box and say the time on each. Then put the clocks in order from the earliest time to the latest time, assuming all the times are in the morning.

○ Read to the child: This is Isaac and Tyrone. They are brothers, and they both love nature. Every summer they visit their uncle who lives in the woods in Oregon. Not far from their uncle's home is a river where beavers live. Late one evening, Isaac and Tyrone sit very quietly near the river and watch the beavers. As we talk about what they see, we will be doing addition stories. You will write and solve the addition problems on the whiteboard.

When Isaac and Tyrone first reached the river, there was 1 beaver. They decided to sit and watch and were able to see 2 more beavers. How many beavers did they see? On the whiteboard, have the child write and solve the problem.

The boys ate 2 sandwiches. A half an hour later, they ate 2 more. How many sandwiches did they eat total? On the whiteboard, have the child write and solve the problem.

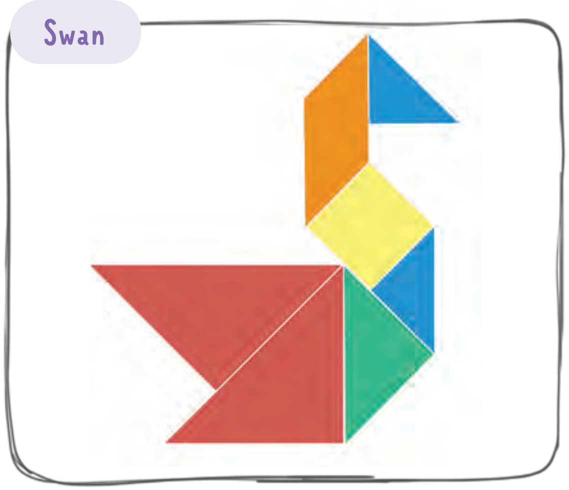
Isaac noticed that beavers have very unique tails. Each beaver has 1 tail. How many tails do 2 beavers have altogether? On the whiteboard, have the child write and solve the problem.

When the boys began watching, the beaver on shore had already cut down 3 trees. As the boys watched, he cut down 2 more. How many did the beaver cut down total? On the whiteboard, have the child write and solve the problem.

Beavers use their 4 front teeth to chew through small trees in minutes. How many front teeth do 2 beavers have altogether? On the whiteboard, have the child write and solve the problem.

REVIEW

Use the shapes from the math box to re-create the image.



Complete the subtraction problems. Use your fingers or the numbers in the blue circles to count up or down if needed.

4 − 2 = ☐ 0 1 2 3 4 5 6

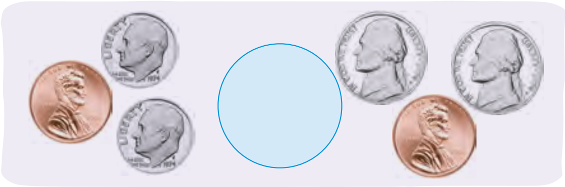
6 − 3 = ☐ 0 1 2 3 4 5 6

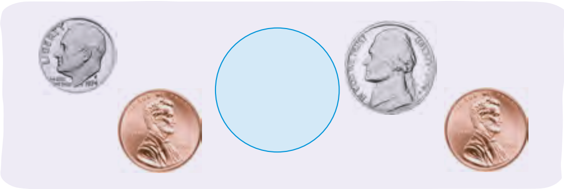
5 − 2 = ☐ 0 1 2 3 4 5 6

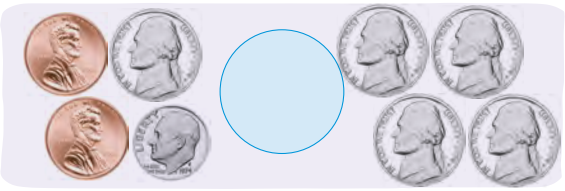
3 − 1 = ☐ 0 1 2 3 4 5 6

4 − 3 = ☐ 0 1 2 3 4 5 6

Write the less than, greater than, or equal to symbol (<, >, =) in each blue circle to compare the two sides.







Complete each problem.

15	16	32	43	13	12	41	44
+ 21	+ 23	+ 22	+ 21	+ 11	+ 3	+ 5	+ 4
☐	☐	☐	☐	☐	☐	☐	☐

Lesson
36

PAIRS

Have the child practice items that are not mastered.

- Draw a circle going clockwise.
- Count from 190 to 220.
- Count by 10s to 300.
- Answer the doubles addition facts.

6	4	5	3	7	9	8
+ 6	+ 4	+ 5	+ 3	+ 7	+ 9	+ 8

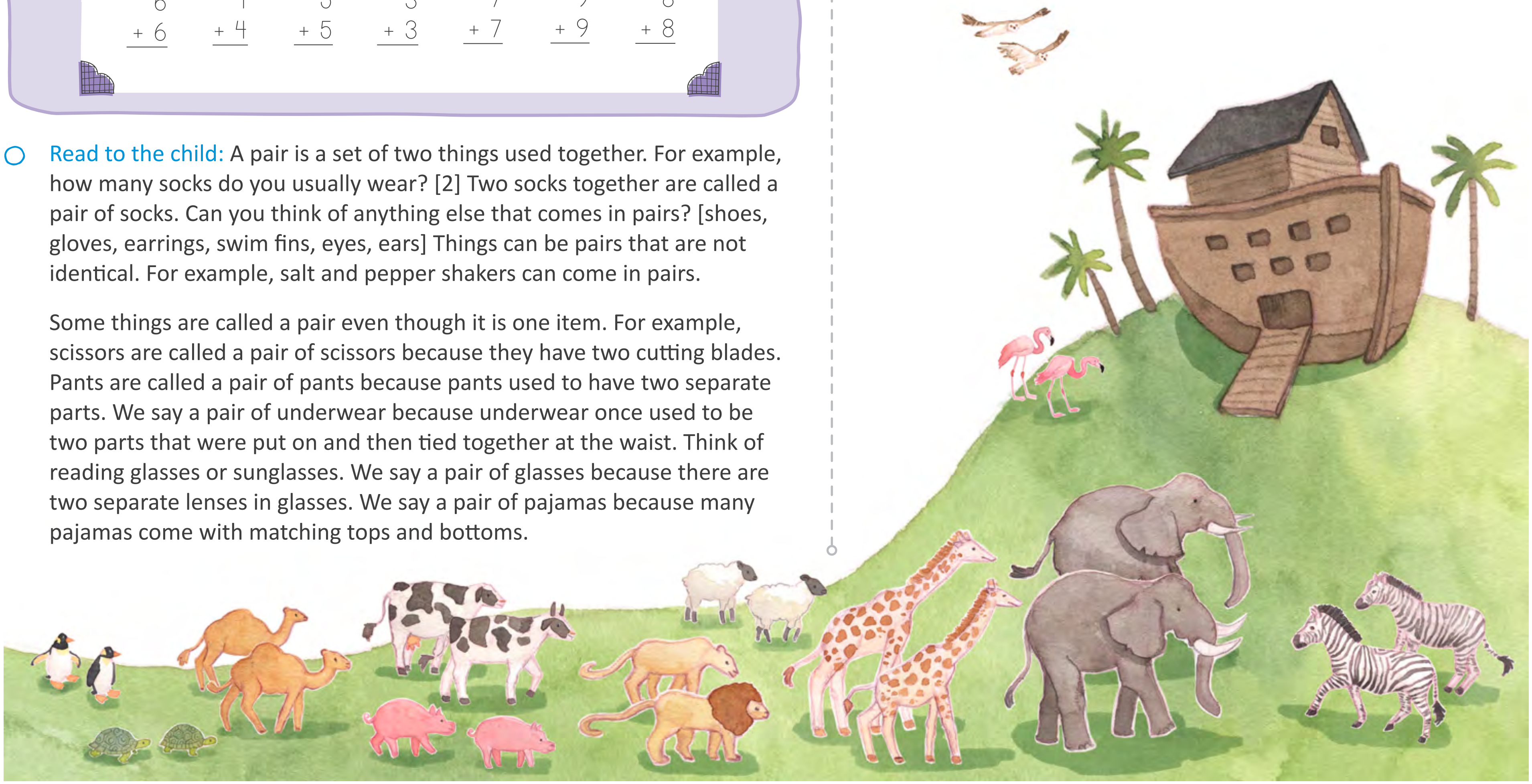
○ Read to the child: A pair is a set of two things used together. For example, how many socks do you usually wear? [2] Two socks together are called a pair of socks. Can you think of anything else that comes in pairs? [shoes, gloves, earrings, swim fins, eyes, ears] Things can be pairs that are not identical. For example, salt and pepper shakers can come in pairs.

Some things are called a pair even though it is one item. For example, scissors are called a pair of scissors because they have two cutting blades. Pants are called a pair of pants because pants used to have two separate parts. We say a pair of underwear because underwear once used to be two parts that were put on and then tied together at the waist. Think of reading glasses or sunglasses. We say a pair of glasses because there are two separate lenses in glasses. We say a pair of pajamas because many pajamas come with matching tops and bottoms.

Can three matching things be a pair? [No. Pairs are always only two things used together.]

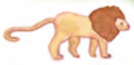
○ Read to the child: There is a wonderful story in the Bible that has a lot of pairs. It's Noah's Ark. The Lord commanded Noah to build a boat and sent "two of every sort" of animal to be saved from the flood. Those animals came in pairs.

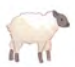
Have the child point to each pair of animals and say, "This is a pair of zebras. This is a pair of elephants," etc.

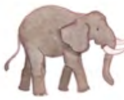


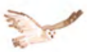
REVIEW

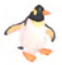
Look at the animals on the left side of the page. Solve the doubles addition problem by each animal. Then write the answer in the box by the animal that makes a matching pair.

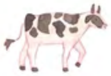

6 + 6

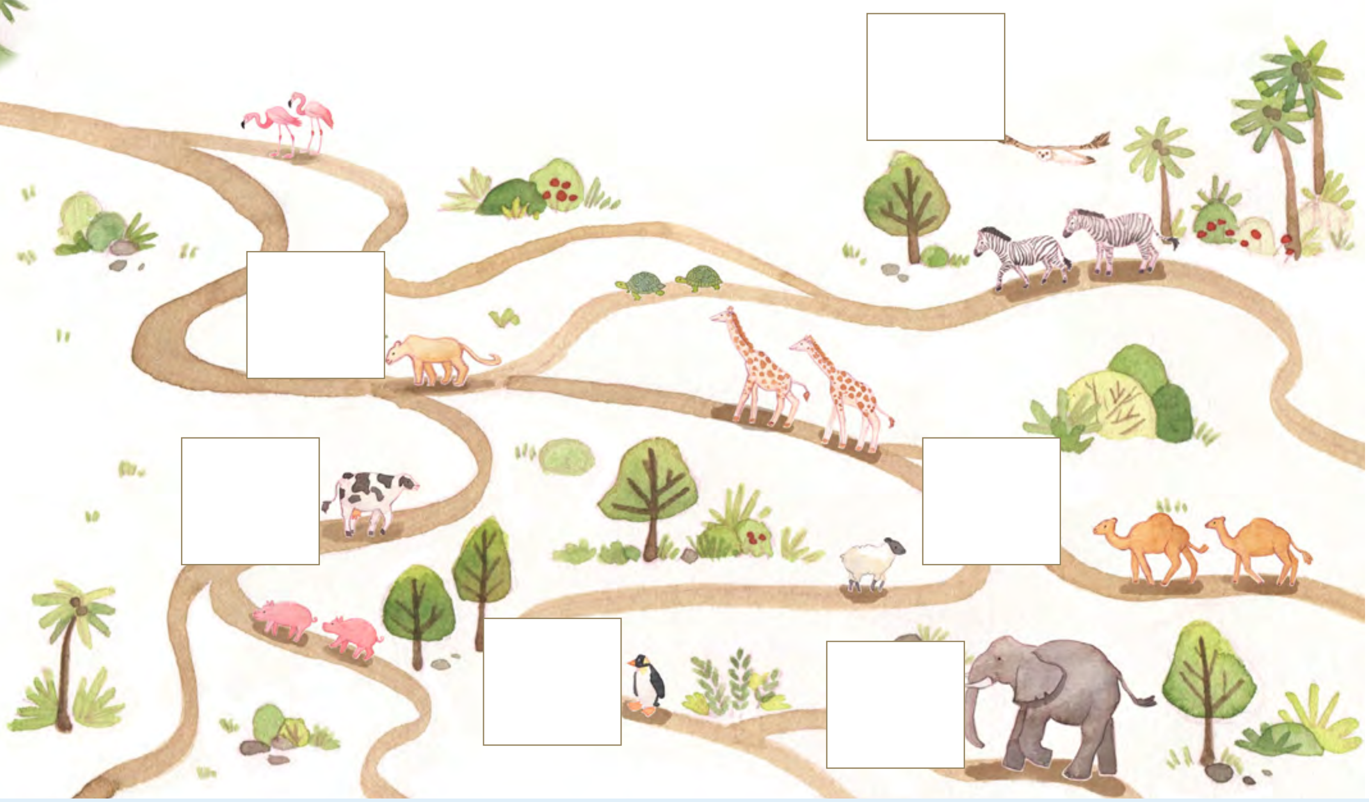

8 + 8


9 + 9


7 + 7


5 + 5


6 + 6



Solve the subtraction problems below. Don't forget the cent sign.

$$\begin{array}{r} 4\text{¢} \\ -\ 2\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 5\text{¢} \\ -\ 2\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 6\text{¢} \\ -\ 2\text{¢} \\ \hline \end{array}$$

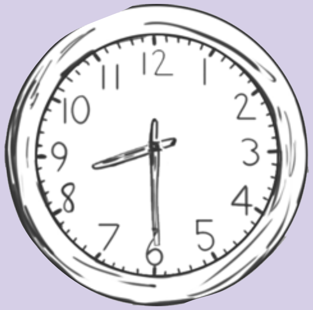
For each problem write the correct number in the first blank box to create a doubles addition problem. Write the answer in the second box.

2 + ☐ = ☐ 4 + ☐ = ☐ 6 + ☐ = ☐

5 + ☐ = ☐ 7 + ☐ = ☐ 3 + ☐ = ☐

CLOCK
Practice

Write the time shown on each clock.



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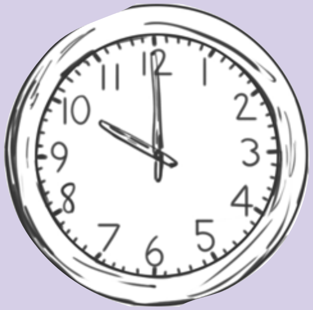

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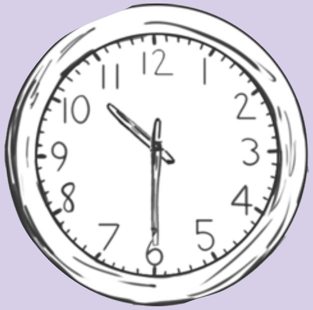

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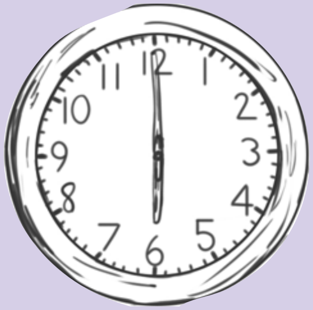

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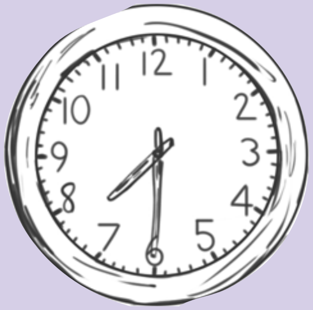

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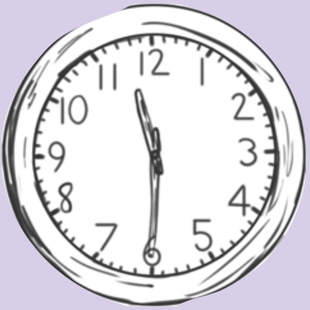

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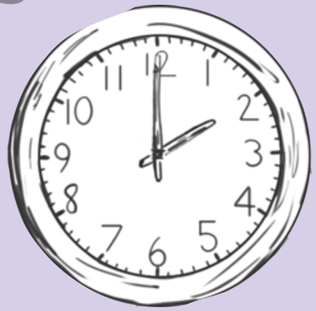

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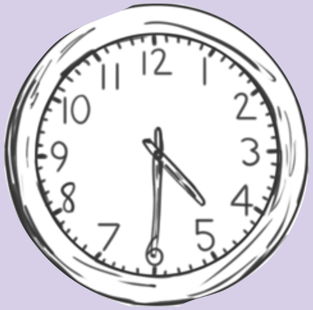

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Lesson

37

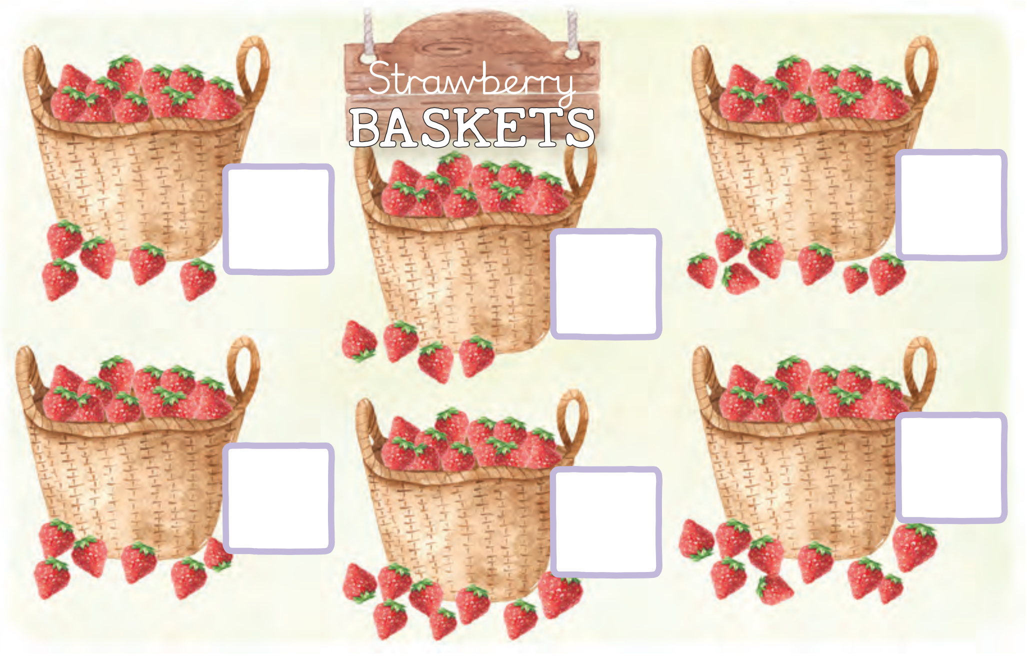
COUNTING ON

Have the child practice items that are not mastered.

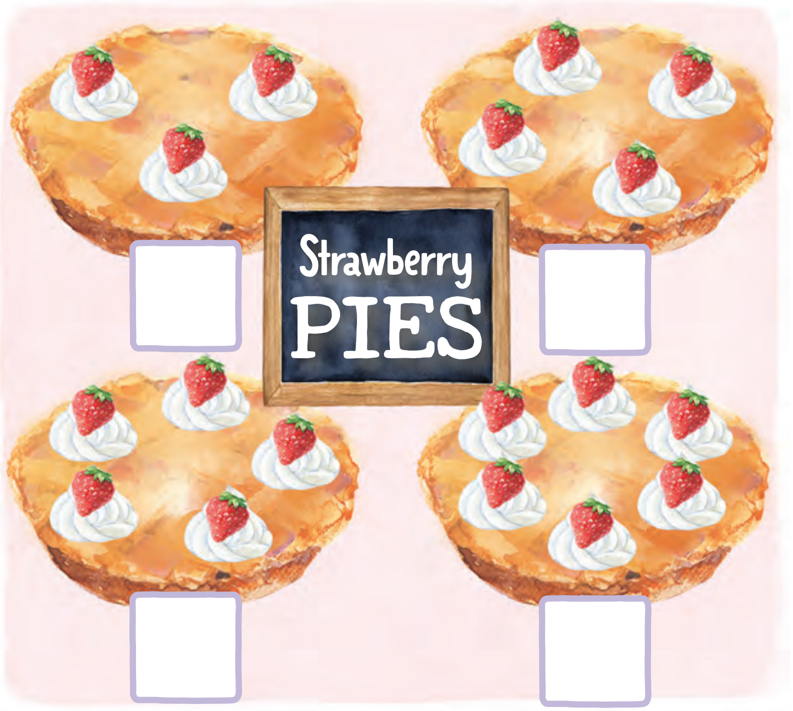
- Count by 5s from 5 to 30.
- Count from 189 to 220.
- Answer the doubles addition facts.

$$\begin{array}{rrrrrrr} 6 & 4 & 5 & 3 & 7 & 9 & 8 \\ +\ 6 & +\ 4 & +\ 5 & +\ 3 & +\ 7 & +\ 9 & +\ 8 \\ \hline \end{array}$$

○ **Read to the child:** Every basket of strawberries has 29 strawberries in it. Write the number of strawberries that are in and around each basket. Since you know there are 29 strawberries in the basket, you can start with number 29 and continue counting the strawberries outside the basket.



○ **Read to the child:** Every strawberry pie has 32 strawberries in the filling. Count how many strawberries each pie contains, including the strawberries on top of the whipped cream. You know that the filling has 32 strawberries, so you can start with the number 32, and then continue counting the strawberries on the whipped cream.



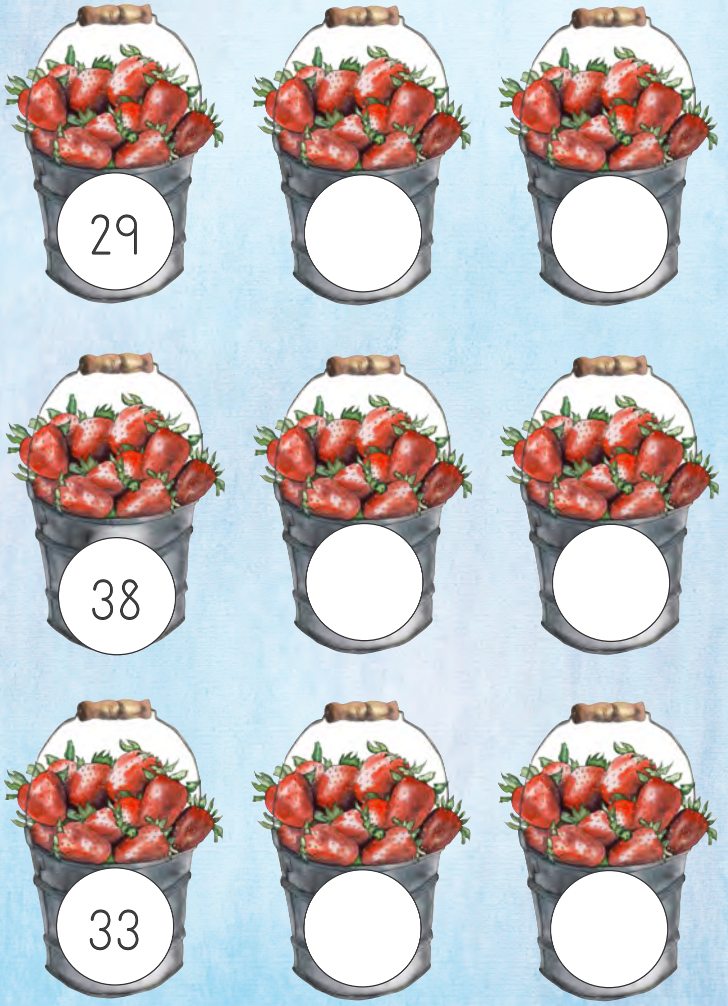
○ **Read to the child:** Count on from the first two numbers in each row and fill in the rest of the boxes.

35	36				
29	30				

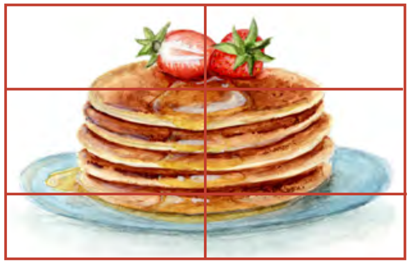
REVIEW

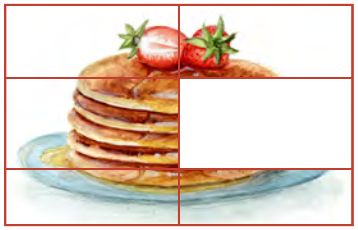
Strawberry Pails

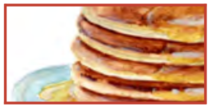
Each pail has 1 more strawberry than the pail before it. In the blank circles, write the number of strawberries in each pail.

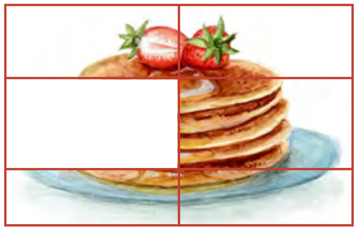


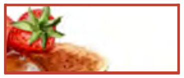
Draw a line from the image on the left to the piece of the image on the right that matches the missing area.

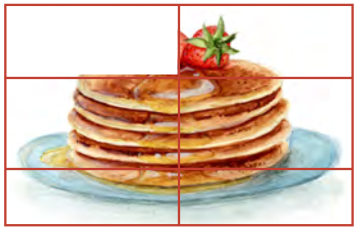


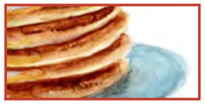


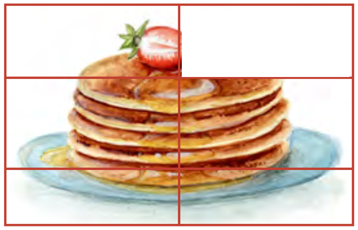


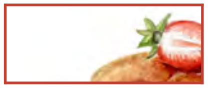












Complete the problems.

6 − 3 = ☐ 8 − 5 = ☐ 7 − 4 = ☐

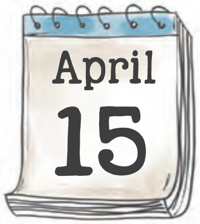
Lesson
38

CALENDARS: PART 2

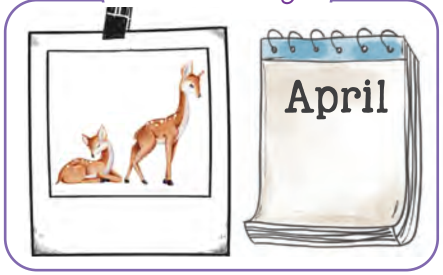
Have the child practice items that are not mastered.

- Write the following words on the whiteboard: "one," "two," and "three."
- Say the months of the year.

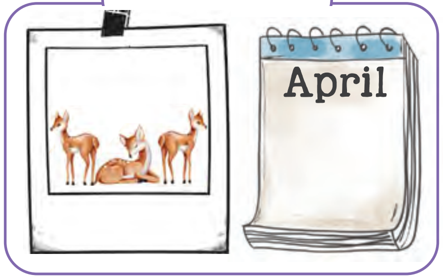
○ Read to the child: From her bedroom window, Hailey has a perfect view of the garden behind her house. Every day deer come early in the morning and nibble the garden vegetables. Hailey wakes up early to track and take a picture of them. Today is April 15th. She gets out her notebook and camera and records that she saw 3 deer. Knowing that today is April 15th, fill in the day of the month on each calendar and tell me how many deer she saw each day. (Hint: To figure out the date for next week, count up 7 days from the current date.)



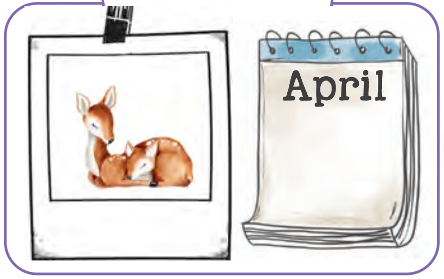
Yesterday



Tomorrow



Next Week

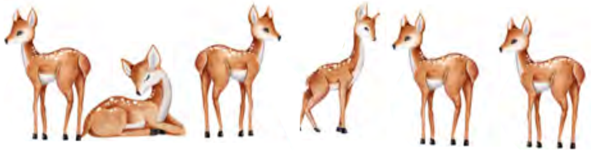


○ Read to the child: Hailey has been tracking the deer for months. Last month she saw 40 deer total! If it is April, what month was last month? [March] Write "40" on the month of March. This month, April, she sees 35 deer. Write "35" on the month of April. If it is April, what month is next month? [May] She is hoping she will see 39 deer in May. Write "39" on the month of May.

March **April** **May**

○ Read to the child: On June 10th, Hailey saw the number of deer shown below. In the box titled June 10th, draw a tally mark for each deer.

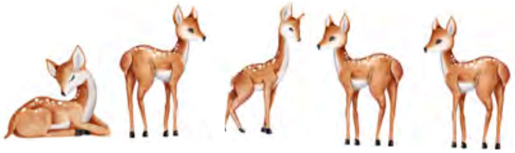
June 10



If today is June 10th, what will the date be tomorrow? [June 11th] The month after June is July. If today is June 10th, what is the date one month from today? [July 10th] One month before June is May. If today is June 10th, what was the date one month ago? [May 10th]

○ Read to the child: On January 4th, Hailey saw the number of deer shown below. In the box titled January 4th, draw a tally mark for each deer. What is one month from January 4th? [February 4th]

January 4

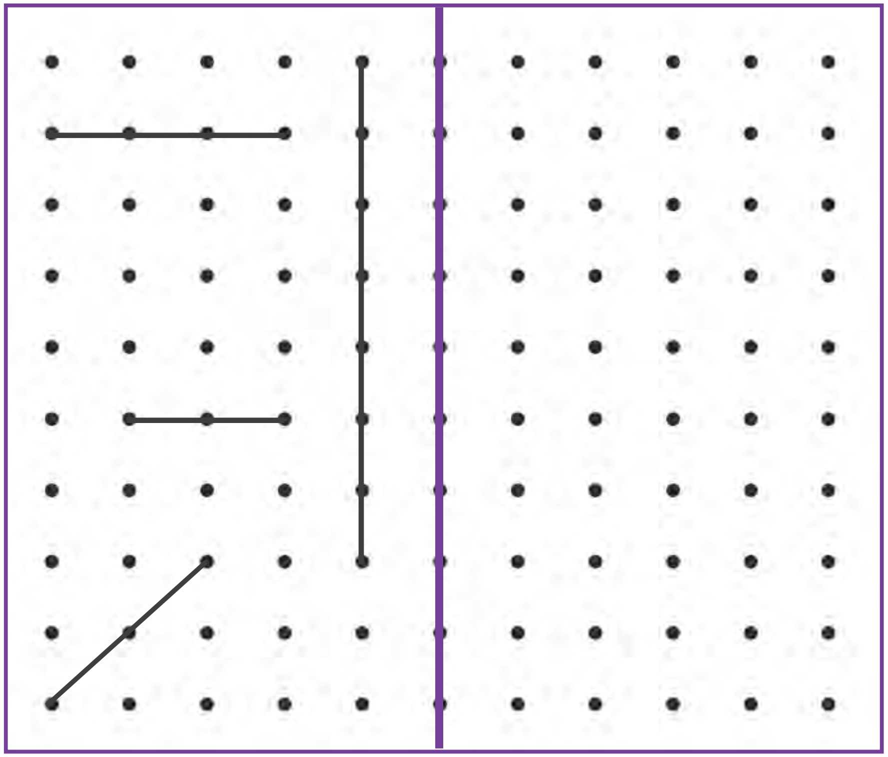


REVIEW

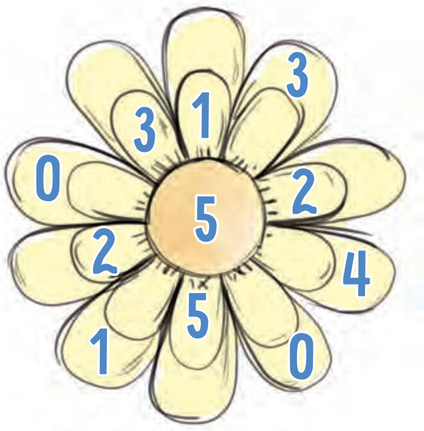
Add or subtract the cents. Remember the cent sign and remember to check if it is an addition or subtraction problem.

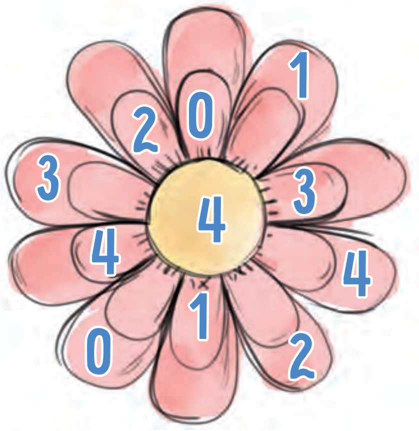
3¢	4¢	5¢	6¢	6¢
- 2¢	+ 2¢	- 2¢	+ 2¢	- 2¢

On the right side of the pegboard, copy the lines from the left side.

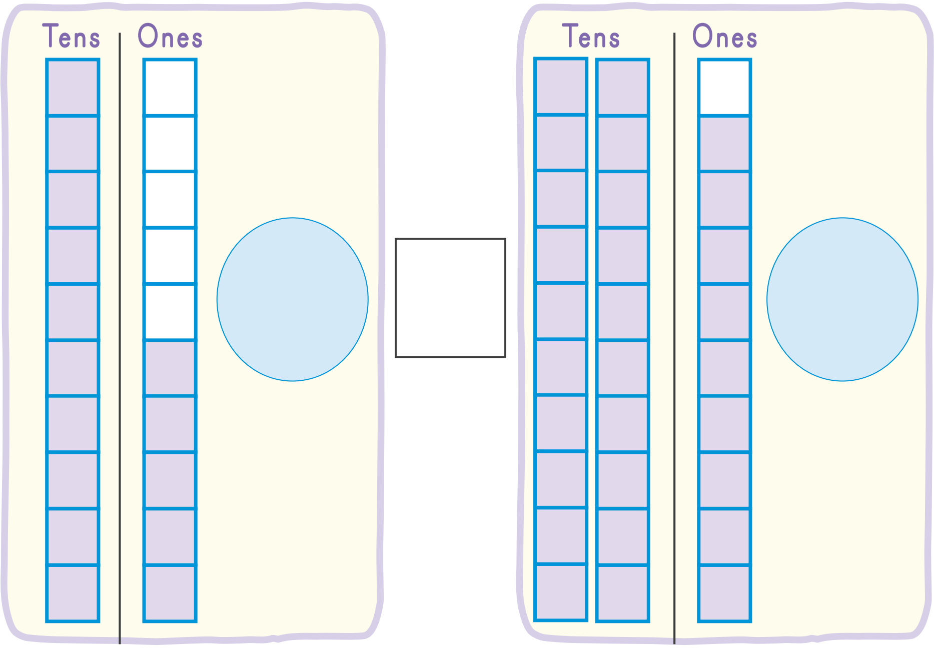


The numbers in each set of overlapping petals need to add up to equal the number in the center. Fill in the missing numbers.



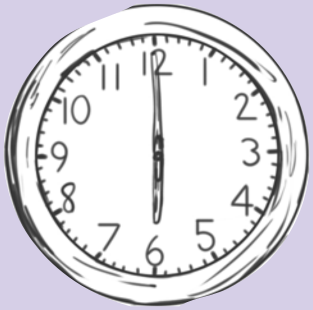


In each blue circle, write the number represented by each set of ten sticks. In the white box, write the correct symbol: greater than, less than, or equal to.



CLOCK Practice

Write the time shown on each clock.



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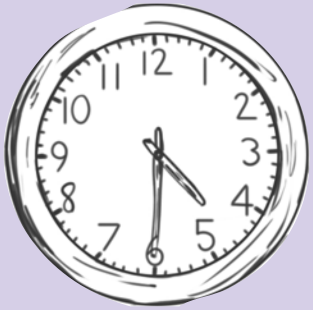

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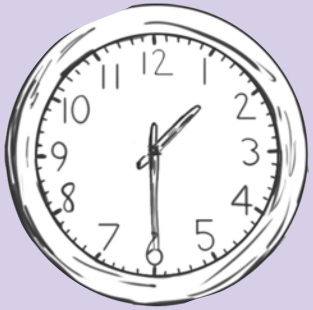

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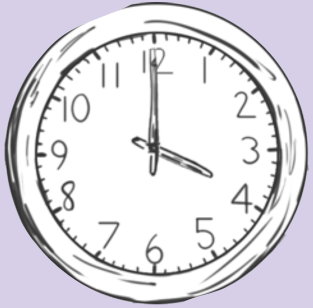

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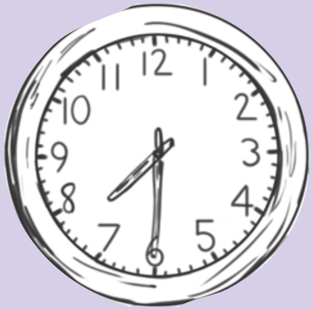

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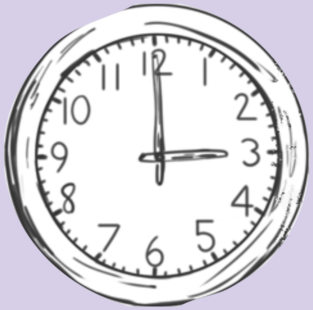

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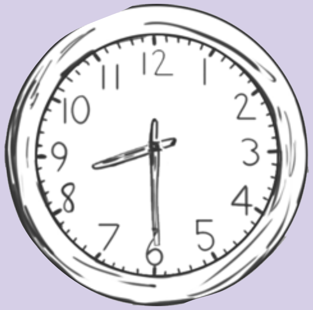

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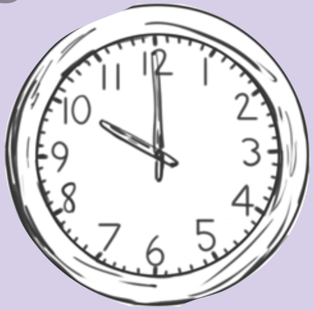

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LESSONS 39-40

UNiT ASSeSSMenT

Parent/Teacher

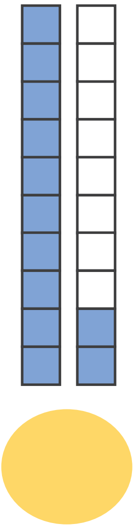
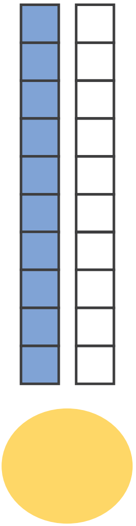
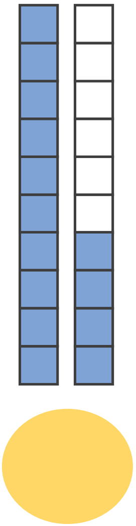
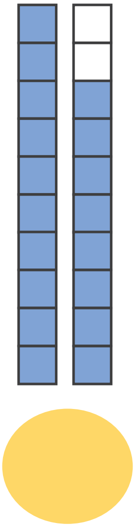
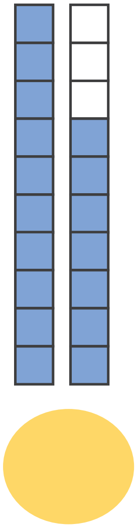
- Read to the child: Unit assessments give you practice with the math concepts learned in this unit without over practicing. This formal assessment covers only concepts that are expected to be mastered at this point. It also gives practice with concepts that still need work.
- For Lesson 39 have the child complete the exercises with purple headers only. If the child does not have the concept mastered, check the orange "Additional Practice" checkbox for that section and review the concept with the child.
- For Lesson 40 have the child complete all the orange sections **that are checked**. All the principles will be reviewed again, so if the child is still struggling with a concept, you may either 1) continue to work on that concept before moving on, or 2) move on and work more on the concept when it is reviewed. If the child has only a few or no orange sections to practice, feel free to move on to the next lesson.

Note: All concepts in Unit 1 will be reviewed throughout the rest of the course, but less frequently.

Student

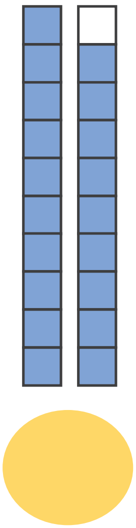
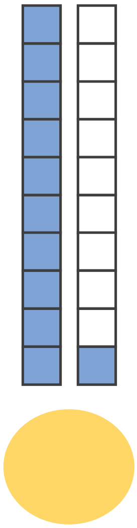
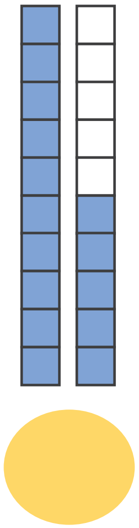
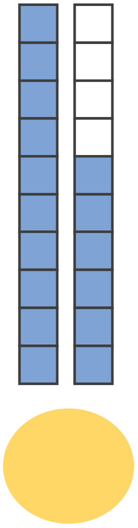
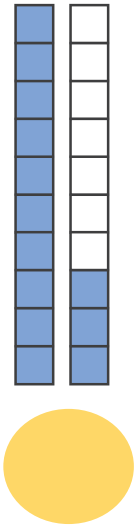
WRITING NUMBERS 11 TO 19 & PLACE VALUE

Write the number shown by each set of ten sticks.

☐ Additional Practice

Write the number shown by each set of ten sticks.

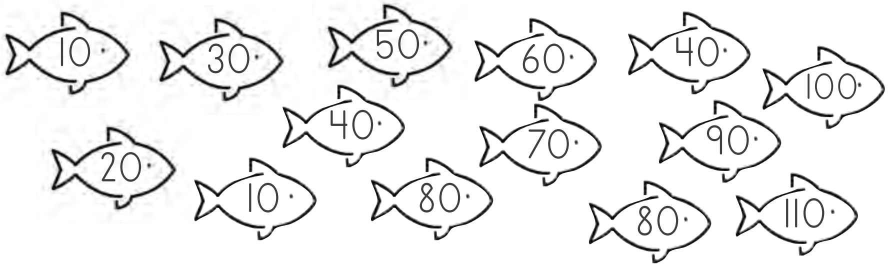






SKIP COUNTING

Fill in the blank boxes to skip count by 5s.

5		15		

Draw a line from fish to fish that shows skip counting by 10s.

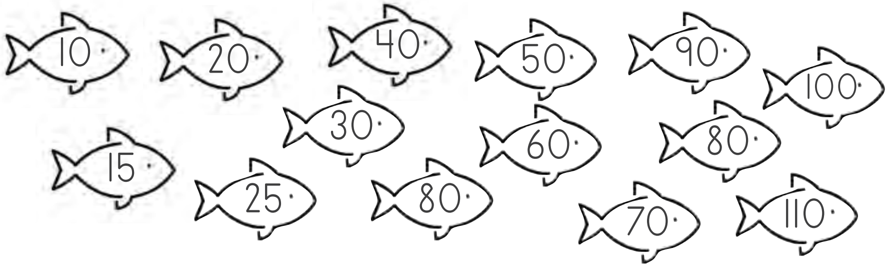


Additional Practice

Fill in the blank boxes to skip count by 5s.

	10			

Draw a line from fish to fish that shows skip counting by 10s.



ADDING ON 2 AND 3 & GREATER THAN, LESS THAN, EQUAL TO

Solve the addition problems, and then write the correct greater than, less than, or equal to sign between each set of problems.

< = >

$$\begin{array}{r} 16 \\ +\ 3 \\ \hline \end{array} \quad ○ \quad \begin{array}{r} 17 \\ +\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +\ 2 \\ \hline \end{array} \quad ○ \quad \begin{array}{r} 16 \\ +\ 3 \\ \hline \end{array}$$

Additional Practice

Solve the addition problems, and then write a greater than, less than, or equal to sign between each set of problems.

$$\begin{array}{r} 13 \\ +\ 3 \\ \hline \end{array} \quad ○ \quad \begin{array}{r} 15 \\ +\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ +\ 2 \\ \hline \end{array} \quad ○ \quad \begin{array}{r} 12 \\ +\ 3 \\ \hline \end{array}$$

SUBTRACTION & CENTS

Subtract the cents. Include the cent sign with your answer.

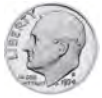
6¢ - 2¢

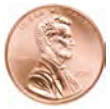
5¢ - 3¢

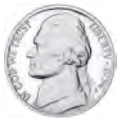
7¢ - 1¢

6¢ - 4¢

Write the number of cents each coin is worth.







Additional Practice

Subtract the cents. Include the cent sign with your answer.

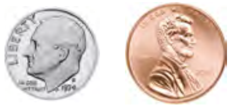
3¢ - 1¢

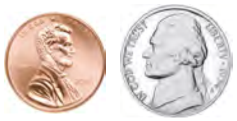
4¢ - 2¢

5¢ - 4¢

6¢ - 3¢

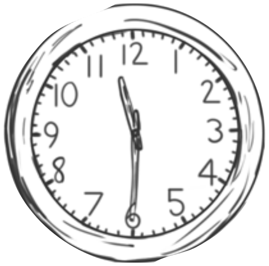
Write the number of cents each group is worth.



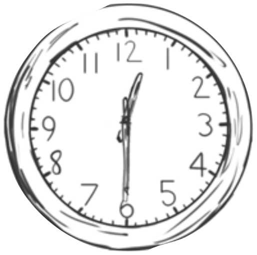


TELLING TIME

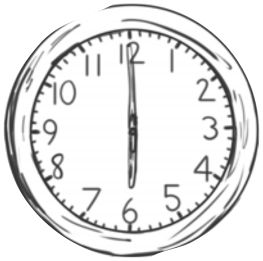
Circle the time shown by each clock below.



6:00
11:30
12:00



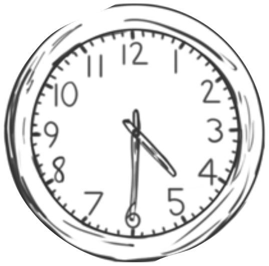
12:30
11:30
6:00



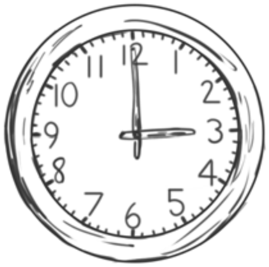
12:30
5:00
6:00

Additional Practice

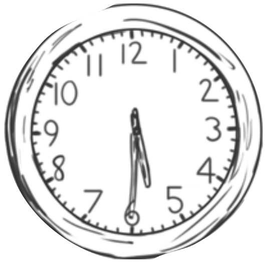
Circle the time shown by each clock below.



10:30
4:30
6:00



3:00
12:00
3:15



6:30
5:00
5:30

COUNTING ON & WRITING NUMBERS 20 TO 40

Count on from the first two numbers in each row and fill in the rest of the boxes.

35	36				

20	21				

27	28				

Additional Practice

Count on from the first two numbers in each row and fill in the rest of the boxes.

33	34				

28	29				

31	32				

DOUBLES ADDITION & ADDING TWO-DIGIT NUMBERS

Complete each problem.

$$\begin{array}{r} 34 \\ +\ 34 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ +\ 12 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ +\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +\ 9 \\ \hline \end{array}$$

Additional Practice

Complete each problem.

$$\begin{array}{r} 14 \\ +\ 14 \\ \hline \end{array} \qquad \begin{array}{r} 43 \\ +\ 43 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +\ 7 \\ \hline \end{array}$$

TALLY MARKS & NUMBER WORDS

Write the number words represented by the tally marks.

|

||

|||

Draw six tally marks in the box.

Additional Practice

Write the number words represented by the tally marks.

||

|||

|

Draw seven tally marks in the box.

COUNTING BACKWARD & ODDS AND EVENS

Fill in the blanks, counting backward, and then circle the even numbers.

7					

Even numbers end in 0, 2, 4, 6, or 8.

Fill in the blanks, counting backward, and then circle the odd numbers.

10					

Odd numbers end in 1, 3, 5, 7, or 9.

Additional Practice

Fill in the blanks, counting backward, and then circle the even numbers.

12					

Even numbers end in 0, 2, 4, 6, or 8.

Fill in the blanks, counting backward, and then circle the odd numbers.

5					

Odd numbers end in 1, 3, 5, 7, or 9.

CALENDARS

Write the date circled in green in the green box. In the purple box, write the date ONE WEEK FROM the date circled in green.

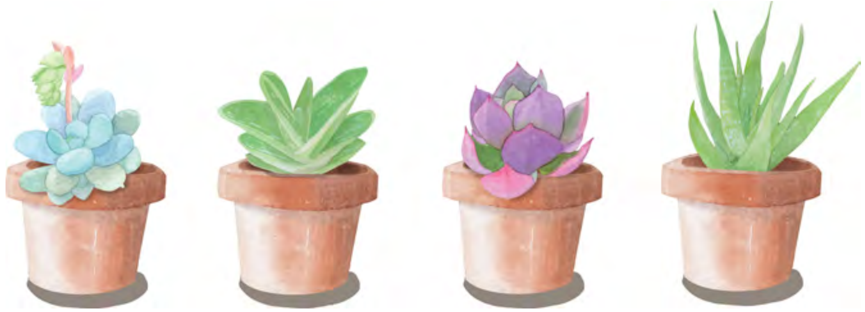
April 2025						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Additional Practice

In the green box, write the date ONE WEEK FROM the date circled in red on the calendar above.

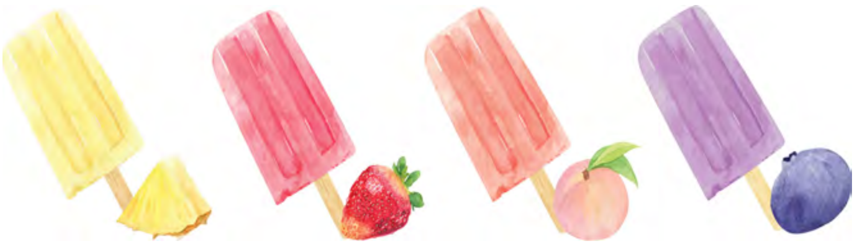
ORDINAL NUMBERS

Label each plant with its position in the row from left to right: **1st, 2nd, 3rd, and 4th.**



Additional Practice

Label each popsicle with its position in the row: **1st, 2nd, 3rd, and 4th.** The yellow popsicle is first.



UNIT 2 OVERVIEW

LESSONS 41–80

Extra Supplies Needed

ruler

New Concepts Taught

- Addition word problems
- Bar graphs
- Calendar
    - Holidays
    - Identifying dates
    - Month before, month after
- Count to 400
- Counting by 2s, 4s, and 25s
- Data collection and sorting
- Dozens
- Estimation
- Fact families
- Fractions
- Hundreds chart
- Measurement
    - Drawing line segments
    - Inches and centimeters
- Money
    - Fewest coins to pay
    - Quarters and half-dollars
- Morning, afternoon, evening
- Number bonds
- Number lines: 40–70
- Number patterns
- Number word form: 4–6
- Pictograph
- Position
- Seasons
- Subtraction word problems
- Ten more, ten less
- Time to quarter hour
- Weight comparisons
- Writing numbers: 40–70

Parent/Teacher Tips

- If the child really enjoys a math game and wants to play it again, it is suggested that you do so, even if it results in not completing the entire lesson that day. Consistency with a schedule is good, but it is also good for learning to be about exploring and enjoying, not just checking a lesson off the list.
- Go at the pace of the child. If the child is progressing slowly and is overwhelmed by the length of the lessons, consider not completing a full lesson each day. You can catch up by doing five days of school a week instead of four or by doing some lessons during summer break. If the child finishes a lesson quickly and is ready to do more, consider doing more than one lesson in a day.

Lesson
41

WRITING FOUR, FIVE, SIX

Have the child practice items that are not mastered.

- Say the day of the week. Say what day of the week it was yesterday. Say what day of the week it will be tomorrow.
- Count by 10s from 200 to 300.

○ Read to the child: Today, we are going to learn how to spell the numbers 4, 5, and 6.

○ Watch the "How to Spell Numbers 4, 5, 6" video three or more times on The Good and the Beautiful Kids YouTube channel.

○ Have the child write the answer to each addition problem with a number word from the box.

four five six

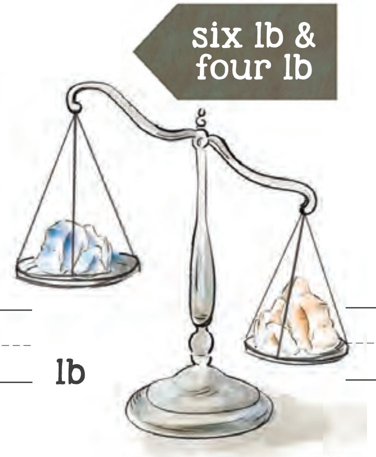
2 + 2 = ____________________

3 + 3 = ____________________

3 + 2 = ____________________

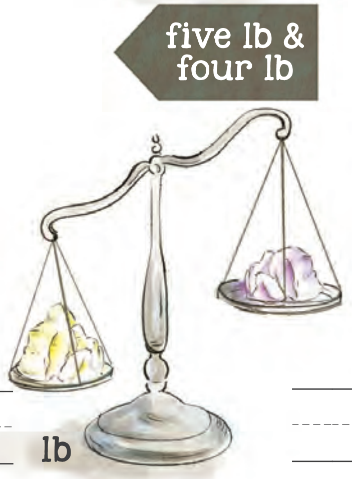
The Rock Shop

○ Read to the child: Mrs. Allen owns a lovely rock shop. She keeps it neat and clean. In one area she has shelves of small, shiny rocks all sorted by color and type in little wooden boxes. Today, she is putting up a new display, and she needs to sort the rocks into 4-pound, 5-pound, and 6-pound rocks. Each scale shows two rocks and the weights of the two rocks. Use logic to figure out how many pounds each rock is. Then write the number (in words) on the line next to the rock. The letters "lb" stand for pounds.



____________________ lb

____________________ lb



____________________ lb

____________________ lb

Review

Solve the problems.

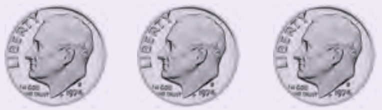
11 + 2 =

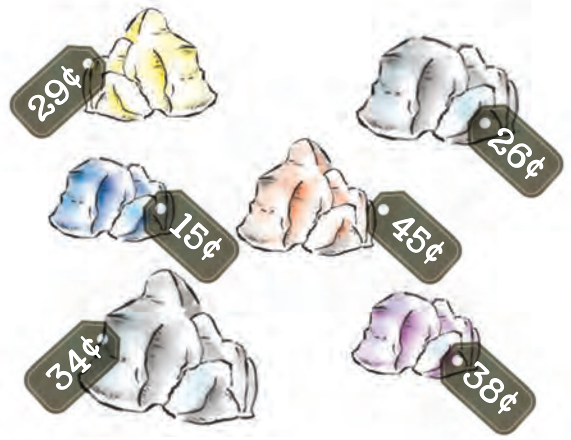
12 + 2 =

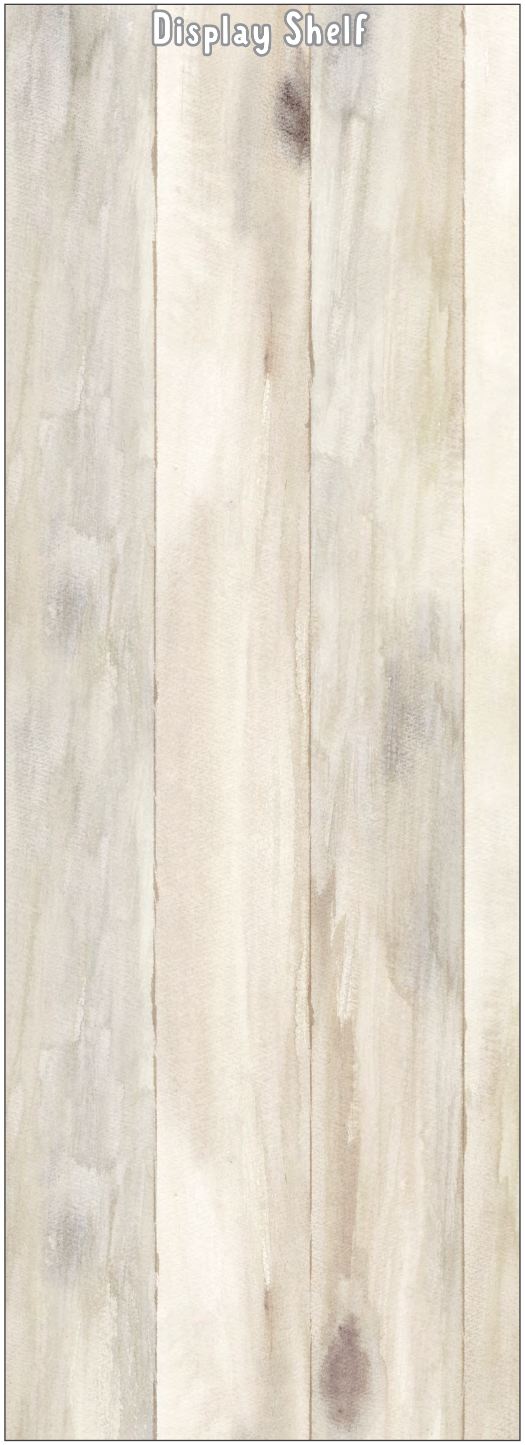
10 + 2 =

14 + 2 =

Circle each rock you could buy with the amount of money shown.

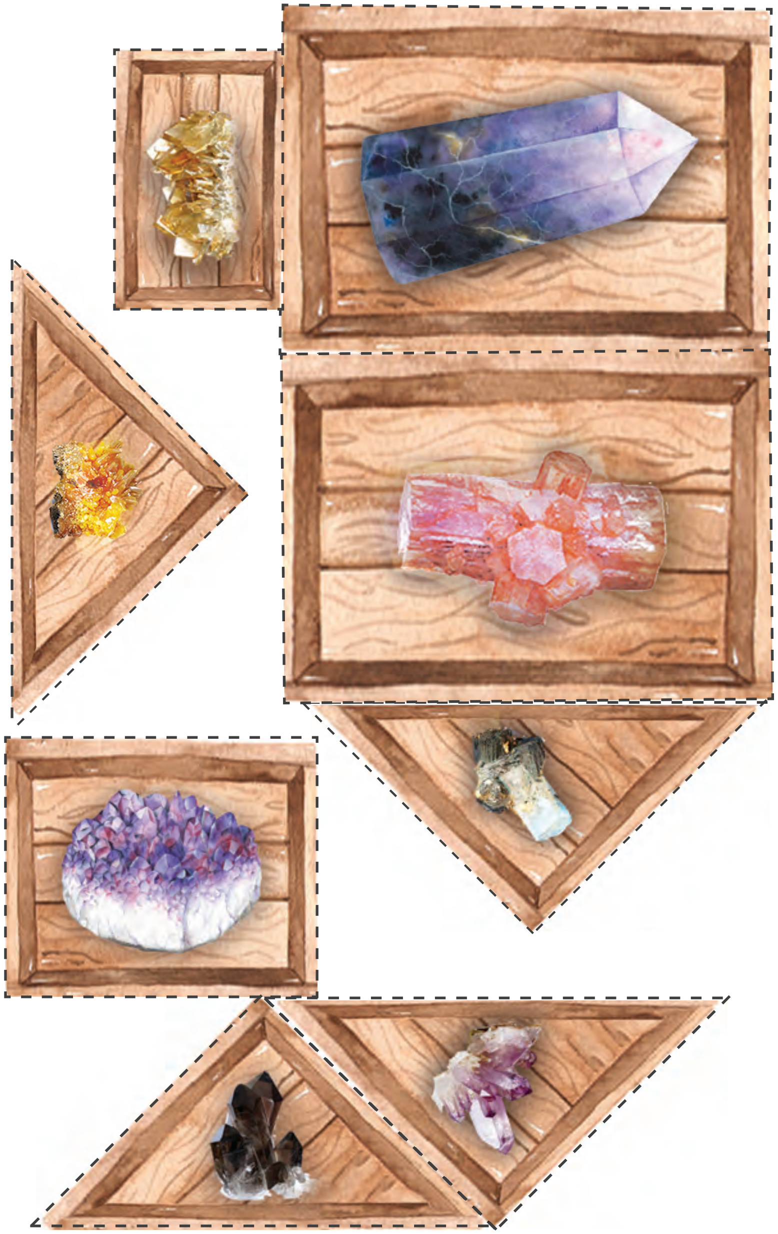



29¢
26¢
15¢
45¢
34¢
38¢


Display Shelf

Rocks on Display

Cut out the rock displays on the dashed lines. Figure out how to fit them all on the display shelf in the middle of the page.



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Lesson
42

SUBTRACTION: PART 5

Have the child practice items that are not mastered.

- Take the clock with movable hands from the math box and set the hands to the following times:

1:00 | 3:30 | 12:00 | 4:30 | 7:30 | 2:00

- Watch the video "How to Spell Numbers 4, 5, 6."
- Count by even numbers from 0 to 12. Then count by even numbers backward from 12 to 0.

○ Read to the child: Today, we will be going up and down the stairs to a waterfall on the next page as we practice subtraction.

Let's review one strategy for solving subtraction problems: starting at the greater number and counting down. Solve the subtraction problems below by looking first at the greater number in the problem. Look at the waterfall pictured on the next page and find that number on a stairstep. Place your finger on that stair. Next, find the smaller number in the subtraction problem and jump down that number of stairs. The answer to the problem is the number shown on the step you land on! Write the answer in the box.

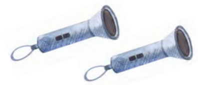
26 − 4 = ☐ 23 − 2 = ☐ 21 − 2 = ☐

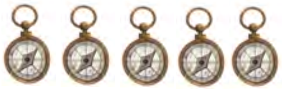
24 − 3 = ☐ 25 − 4 = ☐ 24 − 5 = ☐

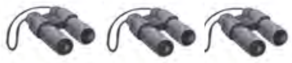
22 − 2 = ☐ 26 − 5 = ☐ 22 − 3 = ☐

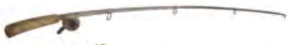
Review

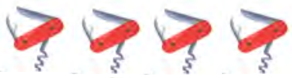
Write the number word that shows how many items are in each set.

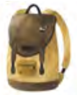








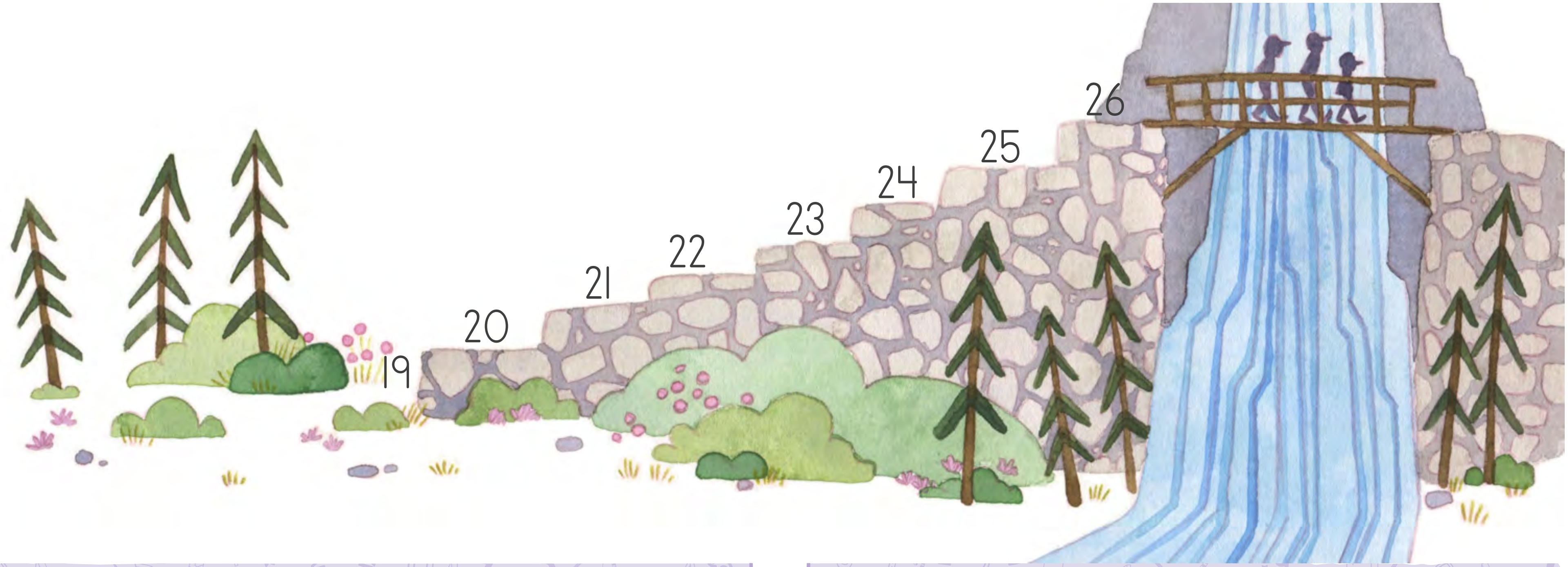




Add or subtract the cents. Remember to include the cent sign and remember to check if it is an addition or subtraction problem.

$$\begin{array}{r} 4¢ \\ -\ 2¢ \\ \hline \end{array} \qquad \begin{array}{r} 4¢ \\ +\ 2¢ \\ \hline \end{array} \qquad \begin{array}{r} 5¢ \\ -\ 2¢ \\ \hline \end{array} \qquad \begin{array}{r} 6¢ \\ +\ 2¢ \\ \hline \end{array} \qquad \begin{array}{r} 7¢ \\ -\ 2¢ \\ \hline \end{array}$$

$$\begin{array}{r} 4¢ \\ +\ 3¢ \\ \hline \end{array} \qquad \begin{array}{r} 2¢ \\ +\ 2¢ \\ \hline \end{array} \qquad \begin{array}{r} 3¢ \\ -\ 2¢ \\ \hline \end{array} \qquad \begin{array}{r} 6¢ \\ +\ 3¢ \\ \hline \end{array} \qquad \begin{array}{r} 5¢ \\ +\ 4¢ \\ \hline \end{array}$$

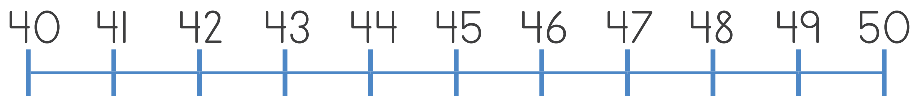


Lesson
43

WRITING NUMBERS
40 TO 50

- Watch the video "How to Spell Numbers 4, 5, 6."
- Count from 220 to 250.

○ Read to the child: Point to the numbers as you count from 40 to 50.


40
41
42
43
44
45
46
47
48
49
50

Write the missing numbers in the blank boxes, counting up by ones.

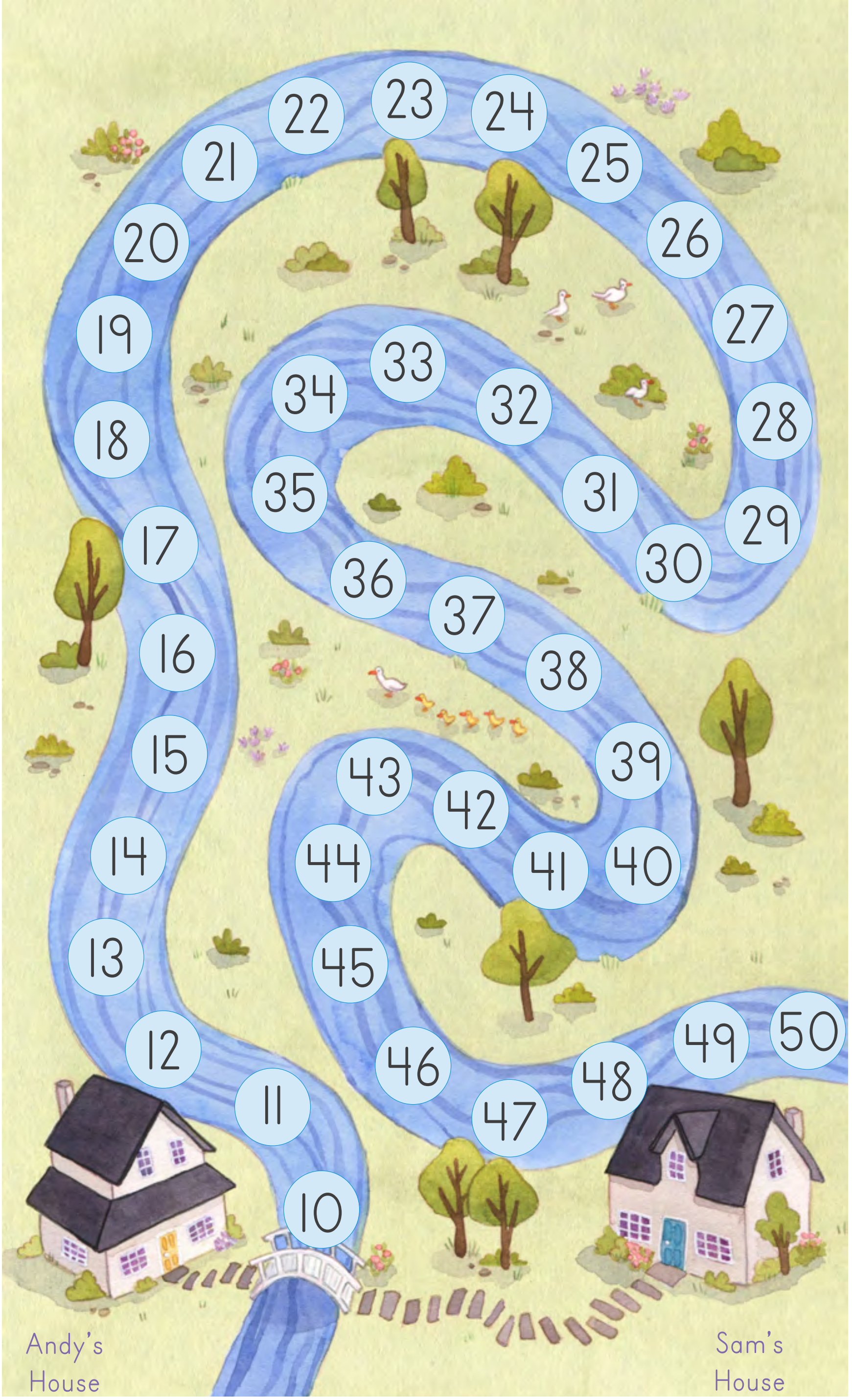
42		

39		

46		

48		

○ Get out a whiteboard and dry-erase marker. Take a boat from the math box and give it to the child. Read to the child: In a previous lesson, you learned about Andy. He rowed to his friend Sam's house. Now he is going to row back. Remember that he could walk across the bridge, but sometimes he just loves rowing. Place your boat on number 50. You will move it through the river from 50 to 10, saying each number aloud. For numbers 50 to 40, write each number on the whiteboard before you move your boat. Once you get to 39, the rowing gets easier, and you can move your boat by just saying the numbers.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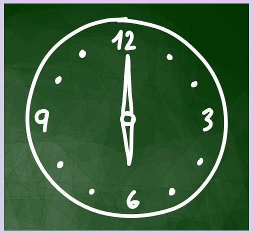
49
50
Andy's House
Sam's House

Review

Write each circled date in the matching colored box.

May 2022						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Write the time shown by each clock.



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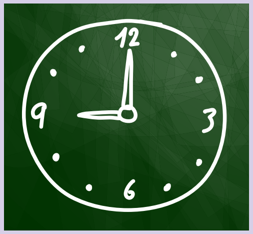

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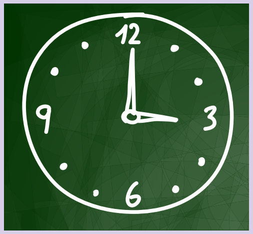
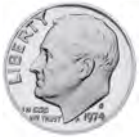


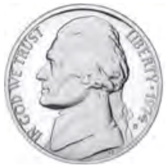
:

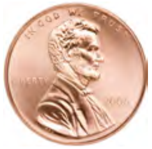
Complete each problem. Include the cent sign with your answer.

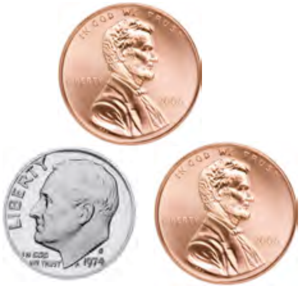
36¢	23¢	21¢	32¢
+ 13¢	+ 13¢	+ 25¢	+ 23¢

Write the amount shown by each coin or group of coins. Include the cent sign with your answer.









Lesson
44

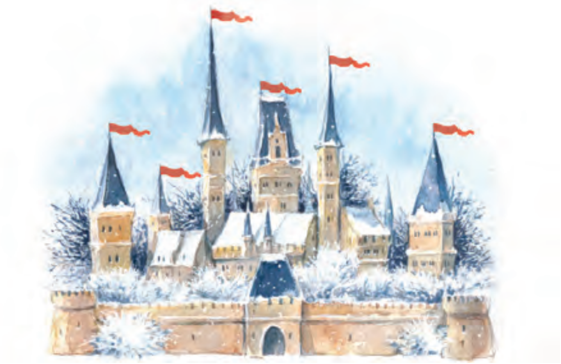
SUBTRACTION STORIES: PART 1

Have the child practice items that are not mastered.

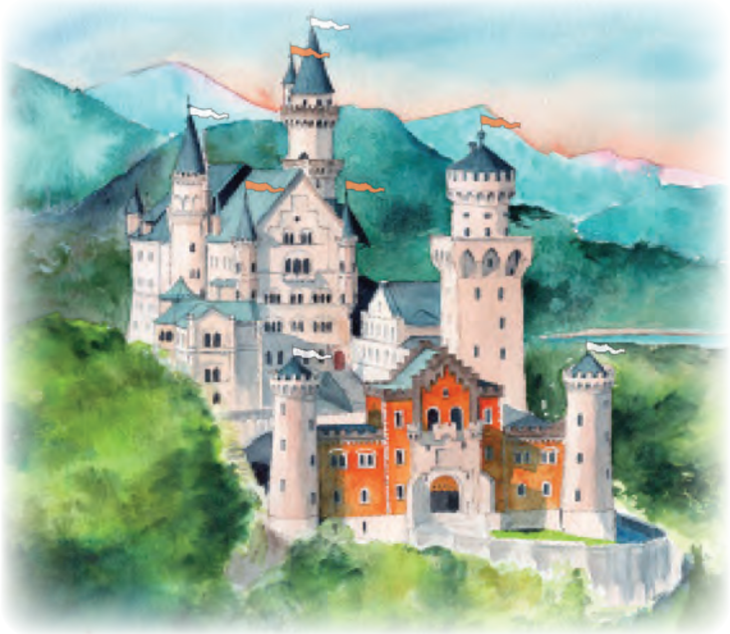
- List all the odd numbers from 0 to 10.
- Count by 5s from 5 to 30.
- Recite a parent's phone number.
- Spell ONE, TWO, and THREE aloud.

○ Read to the child: This is Simon, a knight from the Middle Ages. One of his jobs is to visit different castles, climb the castle towers, and take down flags so they can be repaired. Let's follow Simon and do some subtraction problems.

On Monday he visited a castle with the number of flags shown below. He took down 3 flags. Create a subtraction problem and answer that explains this story.



☐ – ☐ = ☐



On Tuesday he visited a castle with the number of flags shown above. He took down 5 flags. Create a subtraction problem and answer that explains this story.

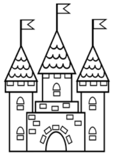
☐ – ☐ = ☐

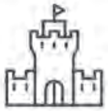
○ Read to the child: Now I will tell you some story problems. You will write and solve each problem on the whiteboard.

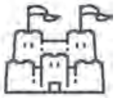
- Simon had 7 loaves of bread. He gave 3 to a family in need. How many loaves of bread does he have left?
- Simon had 8 horses, and then he sold 2 of them. How many horses does he have left?
- Simon's cat had 4 kittens, and he gave 2 of the kittens away. How many kittens does he have left?
- Simon sees 5 deer in the forest, but 3 of them are sleeping. How many deer are awake?

Review

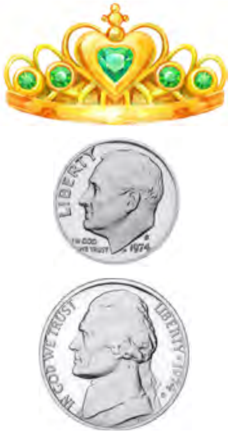
Write the number word that shows how many flags are on each castle.

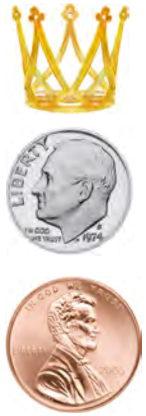


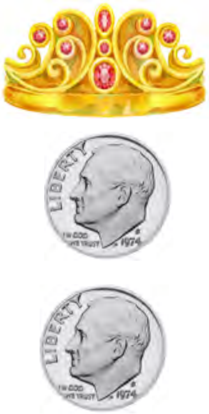


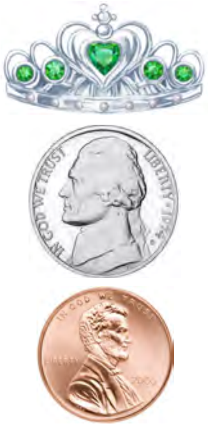


In each box write the amount shown that is needed to buy the crown sticker. Then circle your favorite crown. Don't forget the cent sign.

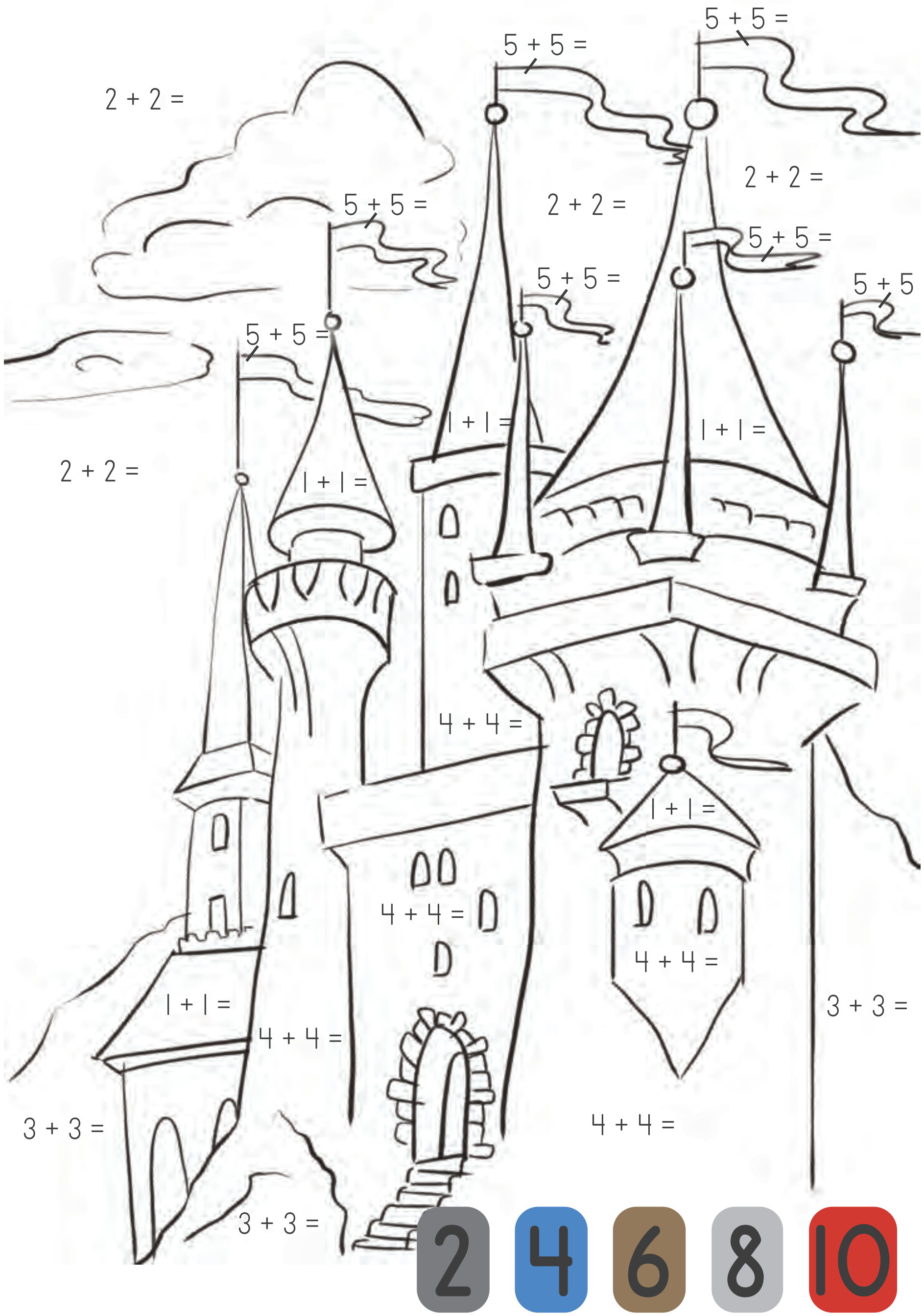








Color the picture by solving the doubles addition facts. Use the color with the correct answer.


5 + 5 =
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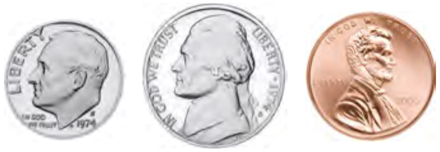
2 4 6 8 10

Lesson
45

ONE LESS AND ONE MORE

Have the child practice items that are not mastered.

- Watch the video "How to Spell Numbers 4, 5, 6," and then write the words "four," "five," and "six" on the whiteboard.
- Count backward from 20 to 0. Count by 5s from 5 to 30.
- Say the name of each coin and its value:



○ Take the 1–6 dice from the math box and make sure you have a whiteboard and dry-erase marker. Read to the child: We are going to play a game to practice identifying one more and one less than a number. To play, you point to any red box and roll the dice, keeping your finger on the box. We will add the number you roll to 40, and I will write the number on the whiteboard. You determine if the number on the whiteboard is one more or one less than any of the numbers you are pointing to. If not, your turn is over. If so, write the number under the section titled "Student," and your turn is over. I will do the same steps for my turn. The first person to fill all of his or her boxes for the round wins. Play two rounds.

One More One Less Game

42, 43	44, 45
46, 47	42, 45
45, 46	41, 43

Round 1

Student	Parent/Teacher

Round 2

Student	Parent/Teacher

Review

Write the less than, greater than, or equal to symbol (<, >, =) in each blue circle to compare the two sides.

< = >

3 + 2 ○ 4 + 1

卌 ○ |||

34 ○ 40

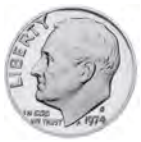
16 + 3 ○ 15 + 3

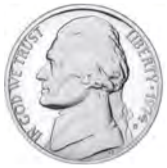
|||| ○ 卌 ||

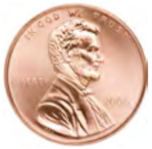
Complete each problem.

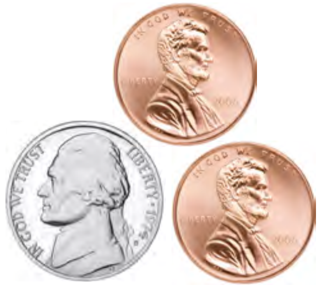
25	36	46	33	14	13	43	42
+ 21	+ 23	+ 22	+ 23	+ 14	+ 2	+ 5	+ 4

Write the number of cents shown by each coin or group of coins. Don't forget the cent sign.









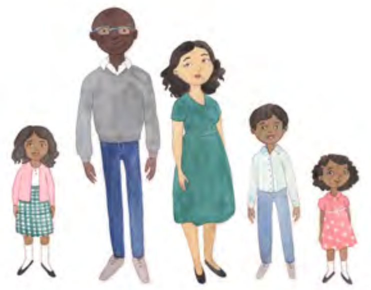
Lesson
46

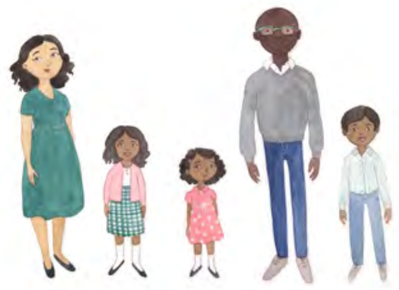
FACT FAMILIES: PART 1

Have the child practice items that are not mastered.

- Watch the video "How to Spell Numbers 4, 5, 6."
- Write the words "one," "two," and "three" on the whiteboard.
- Count from 250 to 280.

○ Read to the child: Look at this family. A family is made up of individual members, but if we rearrange them in certain ways, it still equals a family. The same is true with certain groups of numbers called fact families.



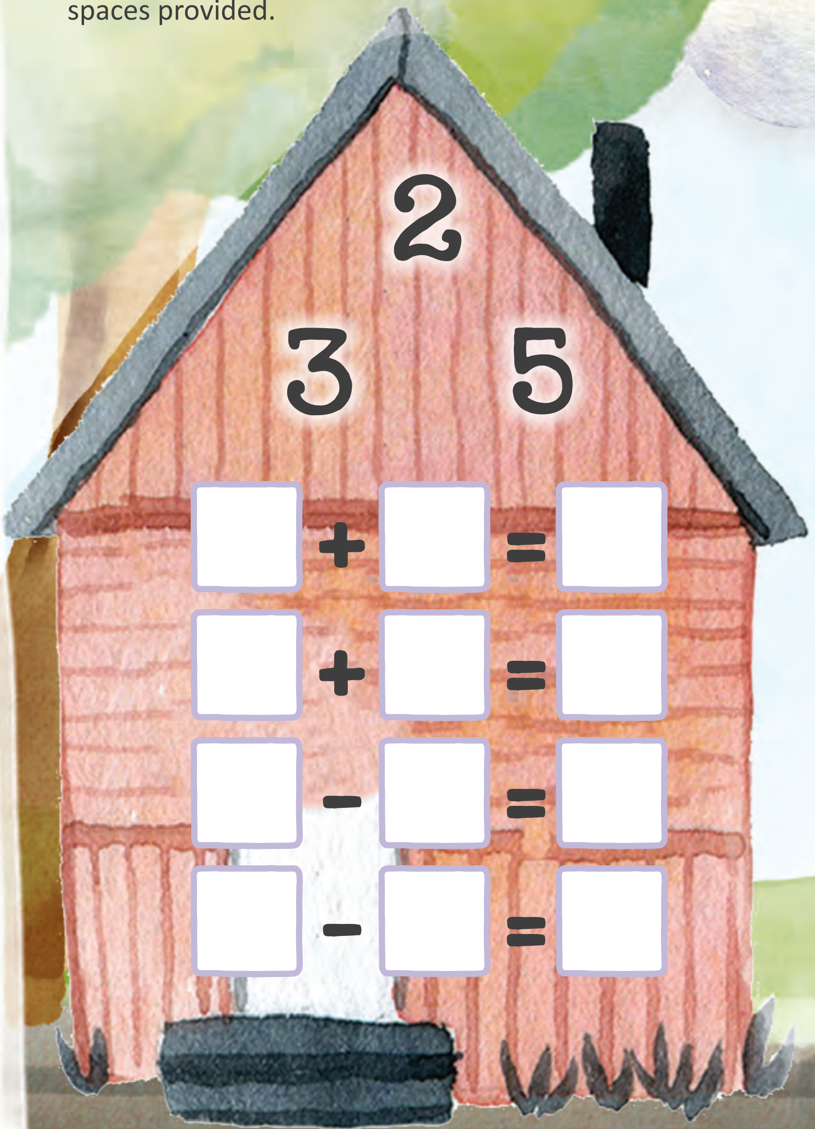


A fact family is a set of four math equations that use the same three numbers. Look at the four equations below that use the numbers 1, 2, and 3. Can you see there are two addition equations and two subtraction equations? You can add the two smaller numbers in any order to get the larger number. You can also subtract a smaller number from a larger number to get the other smaller number.

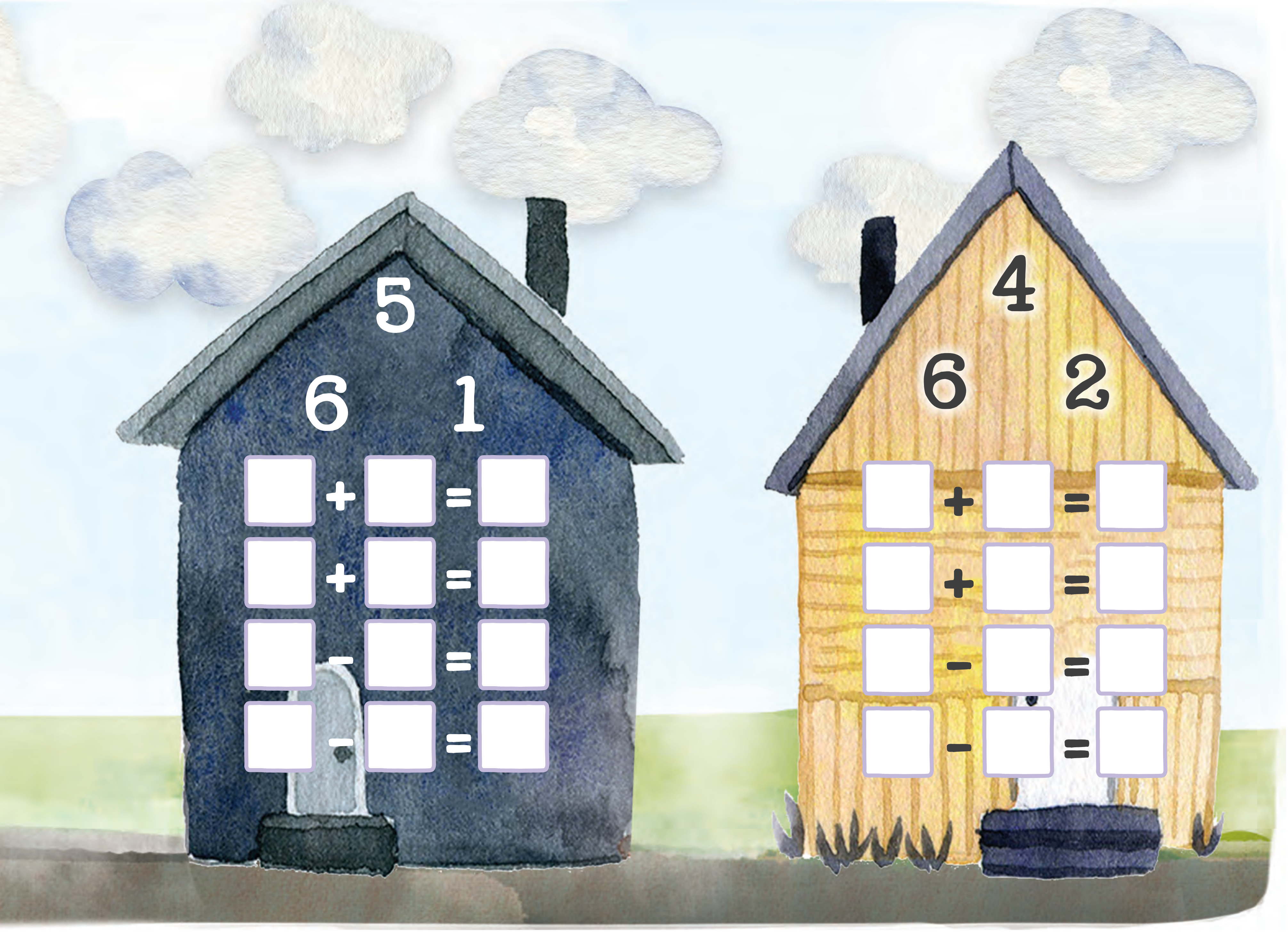
1 + 2 = 3　　3 − 1 = 2
2 + 1 = 3　　3 − 2 = 1

Fact Family Village

○ Read to the child: Using the three numbers at the top of each house, create the fact family by writing four math facts in the spaces provided.



☐ + ☐ = ☐
☐ + ☐ = ☐
☐ − ☐ = ☐
☐ − ☐ = ☐


5
6 1
☐ + ☐ = ☐
☐ + ☐ = ☐
☐ − ☐ = ☐
☐ − ☐ = ☐
4
6 2
☐ + ☐ = ☐
☐ + ☐ = ☐
☐ − ☐ = ☐
☐ − ☐ = ☐

Review

Complete each problem.

$$\begin{array}{r} 23 \\ +\ 21 \\ \hline \end{array} \qquad \begin{array}{r} 26 \\ +\ 13 \\ \hline \end{array} \qquad \begin{array}{r} 32 \\ +\ 12 \\ \hline \end{array} \qquad \begin{array}{r} 43 \\ +\ 23 \\ \hline \end{array}$$

10 - 5 = ☐

7 - 1 = ☐

8 - 6 = ☐

9 - 4 = ☐

6 - 3 = ☐

5 - 2 = ☐

Write one number less and one number more than the given number.

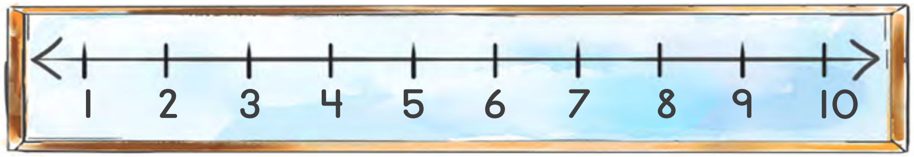
○ 41 ○

○ 49 ○

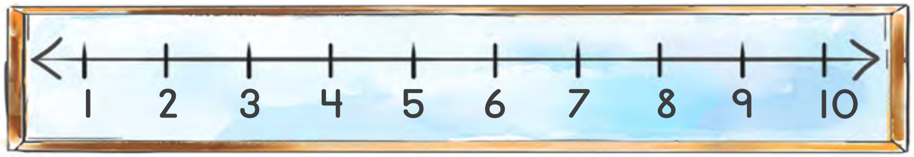
○ 45 ○

○ 46 ○

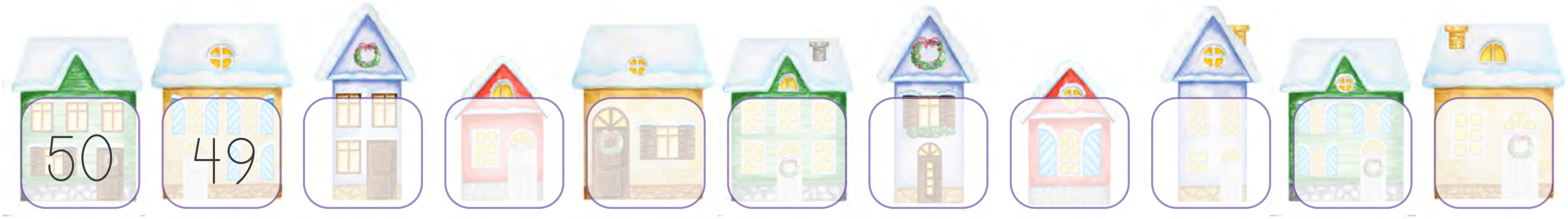
Circle all the odd numbers on the number line.



Circle all the even numbers on the number line.



Write the missing house numbers by counting backward from 50 to 40.



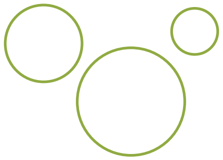
Lesson 47

IDENTIFYING SHAPES: PART 1

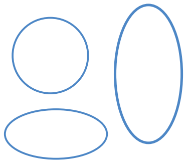
Have the child practice items that are not mastered.

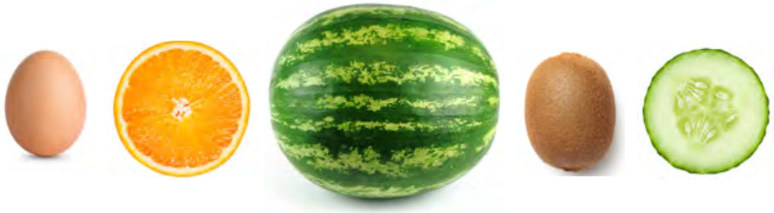
- Watch the video "How to Spell Numbers 4, 5, 6."
- Write "four," "five," and "six" on the whiteboard.

○ Read to the child: Shapes are all around you. Circles can be different sizes, but they are always the same shape—perfectly round. Look at these circles in green. Which one is the smallest? Largest?

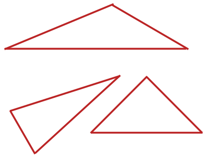


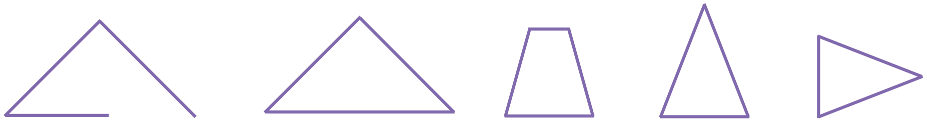
Ovals can be shaped differently. They are like circles, except they are not perfectly round. Look at these blue shapes. One is a circle, and the rest are ovals. Point to the ovals. Point to each food item below and say if it is shaped as an oval or a circle.



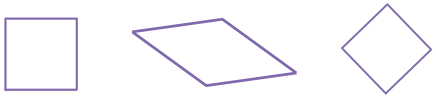


A triangle has 3 straight sides that connect at the corners. Look at the different kinds of triangles in red. Circle all the shapes below that are triangles. To figure out if it is a triangle, ask the following: 1) Does it have 3 sides? 2) Do the sides connect at the corners?

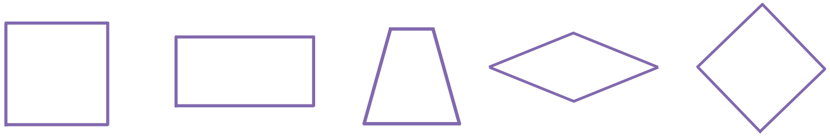




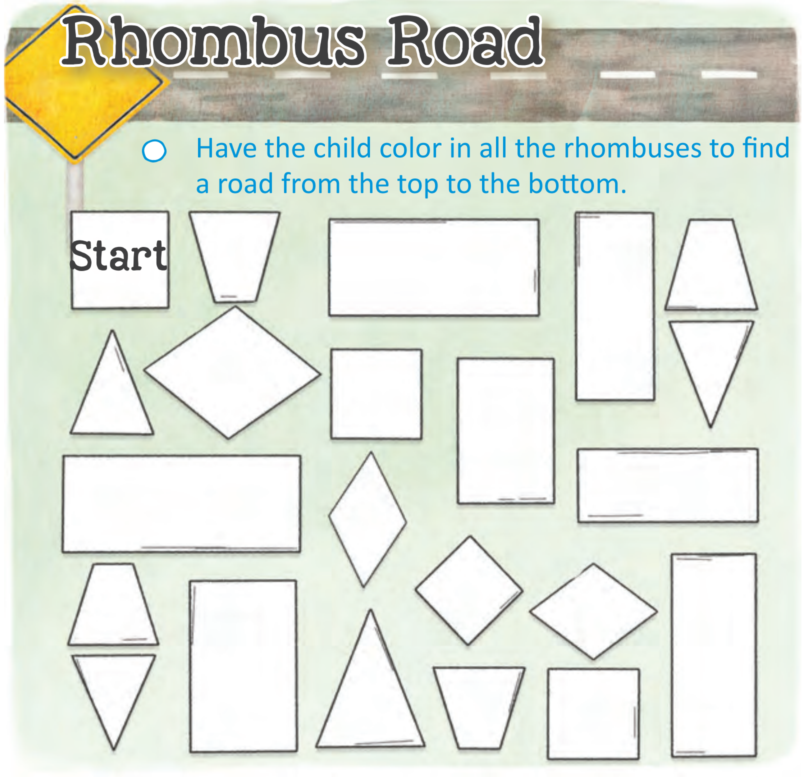
○ Read to the child: A rhombus is a shape made with 4 straight sides that are equal in length and connect at the corners. These are all rhombuses:



All squares are rhombuses. Diamond shapes are rhombuses if they have 4 equal sides. Circle all the shapes below that are rhombuses. To figure out if it is a rhombus, ask the following: 1) Does it have 4 sides? 2) Are the sides all equal in length? 3) Do the sides connect at the corners?



○ Take the shapes from the math box. Ask the child to find a triangle, a rhombus that is a square, a rhombus that is a diamond (turn the square), a circle, and an oval.

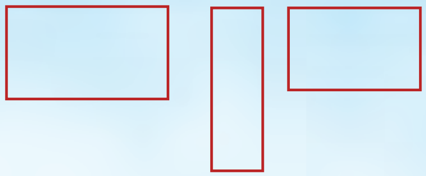


Rhombus Road

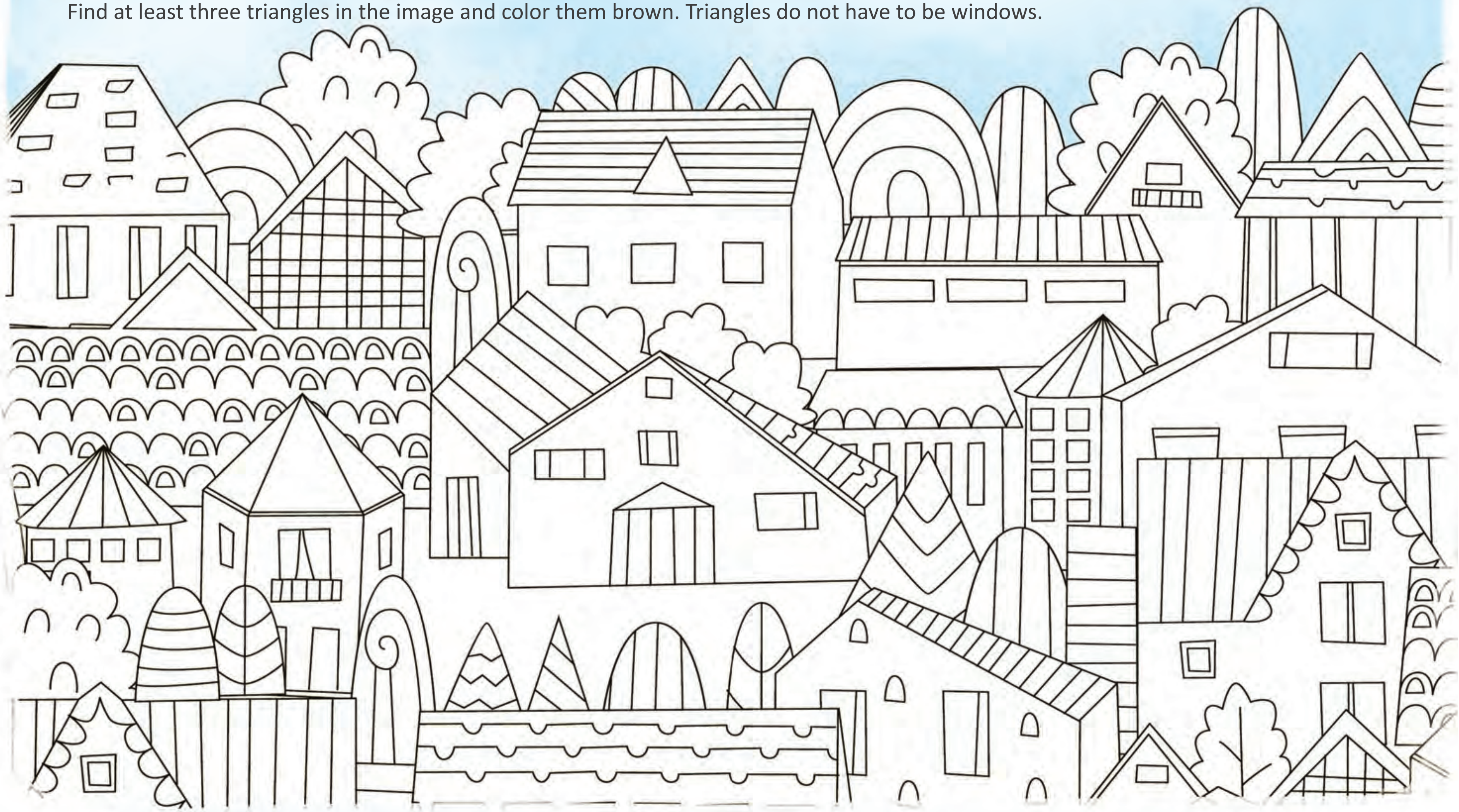
○ Have the child color in all the rhombuses to find a road from the top to the bottom.

Review

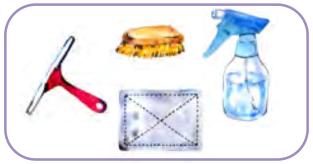
Washing Windows



○ **Read to the child:** The red shapes in the upper right-hand corner are rectangles. They are not squares because all four sides are not equal. Two brothers are washing windows in the town. Frank will wash all the windows shaped as rectangles. Find seven rectangular-shaped windows and color them blue. Hank will wash all the windows that are rhombuses. Find at least five square windows and color them yellow. Find at least three triangles in the image and color them brown. Triangles do not have to be windows.



Write the number word that shows the number of cleaning supplies.



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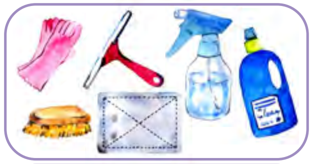

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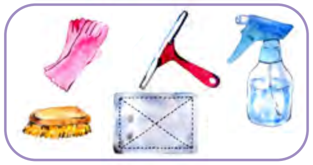


____

Write one number less and one number more than the given number.

○ 31 ○

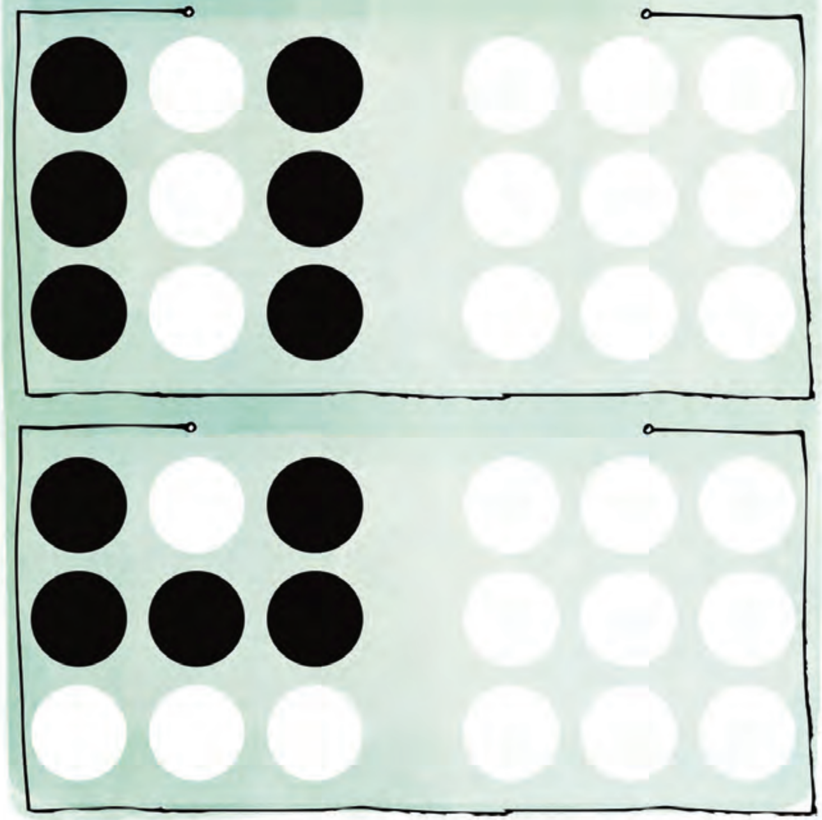
○ 39 ○

○ 35 ○

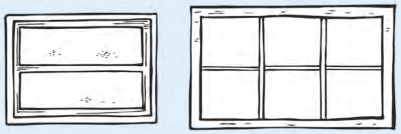
○ 36 ○

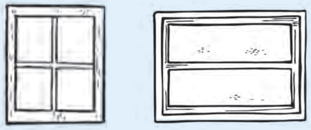
Dot GriD

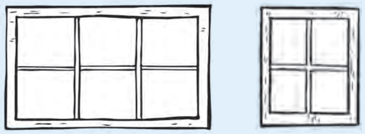
Color the dots on the right to match the dots on the left.



Create and solve an addition problem showing how many window sections are in each set.







Lesson
48

CALENDARS: PART 3

Have the child practice items that are not mastered.

- Watch the video "How to Spell Numbers 4, 5, 6."
- Write "four," "five," and "six" on the whiteboard.
- Count backward from 20 to 0.

○ Read to the child: Whenever she has a free minute, Kara loves to go to her grandmother's house to bake. After years of practice, Kara has set a goal to make special treats on each of her favorite holidays: Christmas, Thanksgiving, Mother's Day, and Easter. To achieve her goal, she is making a plan to purchase supplies, practice baking, and finally create the perfect treat for each holiday. She looks at her calendar to determine when she needs to do each stage of her plan.

Some holidays occur on the same day each year, and others follow certain rules.

Thanksgiving in the US is on the fourth Thursday in November. On the calendar on the next page, point to when Thanksgiving would be.

Mother's Day is on the second Sunday in May. On the calendar on the next page, point to when Mother's Day would be.

Easter occurs on the first Sunday that comes after a certain full moon on or after March 21st. For this year it will be April 4th. Point to April 4th.

Christmas Day is always on December 25th. Point to Christmas Day.

○ Read to the child: Kara is going to create the following desserts on each holiday. Find these holidays on the calendar using the rules or set dates and draw the shape listed.

Thanksgiving: ⬭

Christmas: ▲

Mother's Day: ♥

Easter: ■

○ Read to the child: Kara needs to purchase baking supplies one week before she will bake. Circle the date by which she needs to buy items for Thanksgiving, Christmas Day, Mother's Day, and Easter.

○ Read to the child: The day before Christmas Day, Kara delivered cookies to some neighbors. Write the date in the green box below.

If it is Christmas Eve, December 24th, what will the date be tomorrow? Write it in the blue box.

○ Read to the child: Another special day that occurs on a different day of the week each year is your birthday. Circle your birthday on the calendar. What day of the week is it on?

○ With an index card or a scrap of paper, cover up February. Ask the child what day of the week January ends on and what day February will start on. Repeat for all months.

January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

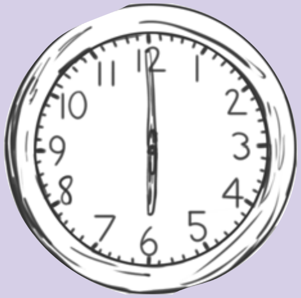
December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Review

CLOCK Practice

Write the time shown on each clock.



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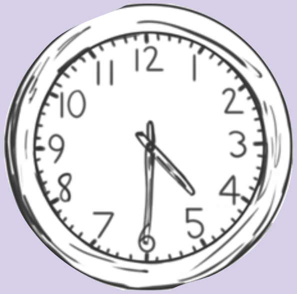

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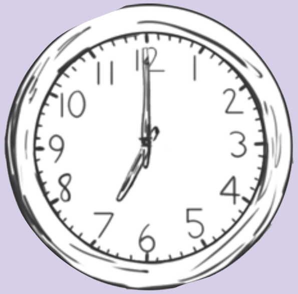

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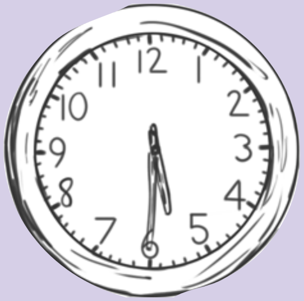

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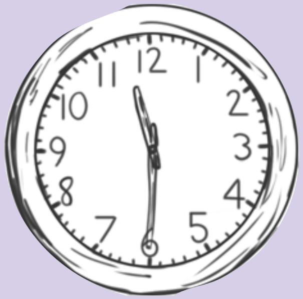

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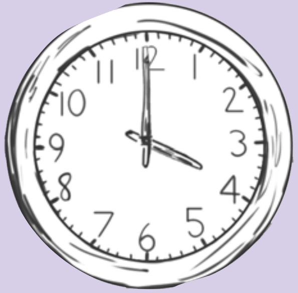

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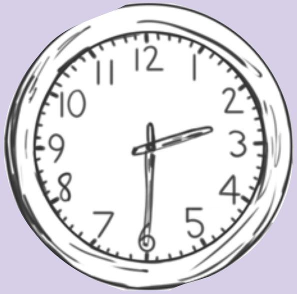

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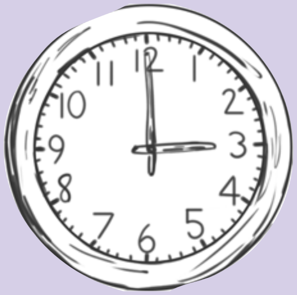

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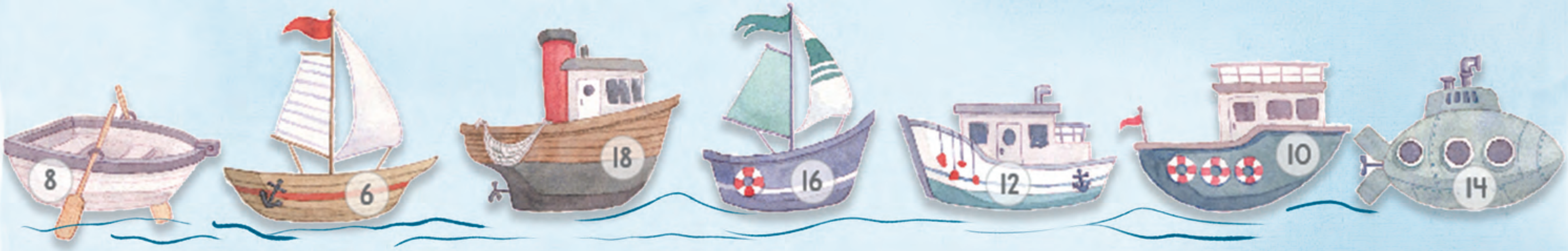
BOATS on the Water

Take the boats from the math box. Each boat has a number on it. Lay out the boats in order from lowest to highest. In the blank boxes, write the ordinal numbers of the boats in order from least to greatest. Two of the boxes are already filled in for you. The blue box is a reference for how to spell the ordinal numbers.

1st 2nd 3rd 4th 5th 6th 7th

	1st				3rd	



Draw a line from each boat to the doubles addition problem that it solves.

3	4	9	5	8	7	6
+ 3	+ 4	+ 9	+ 5	+ 8	+ 7	+ 6

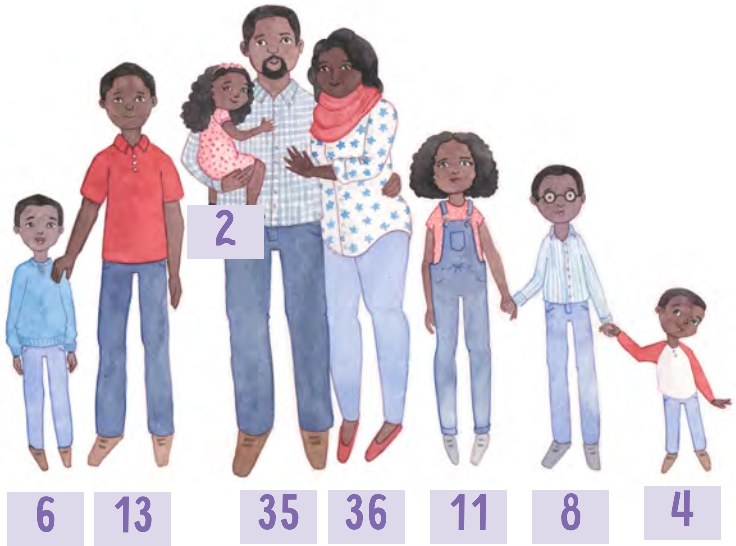
Lesson
49

FACT FAMILIES: PART 2

Have the child practice items that are not mastered.

- Watch the video "How to Spell Numbers 4, 5, 6."
- Write "four," "five," and "six" on the whiteboard.
- Count from 280 to 300.

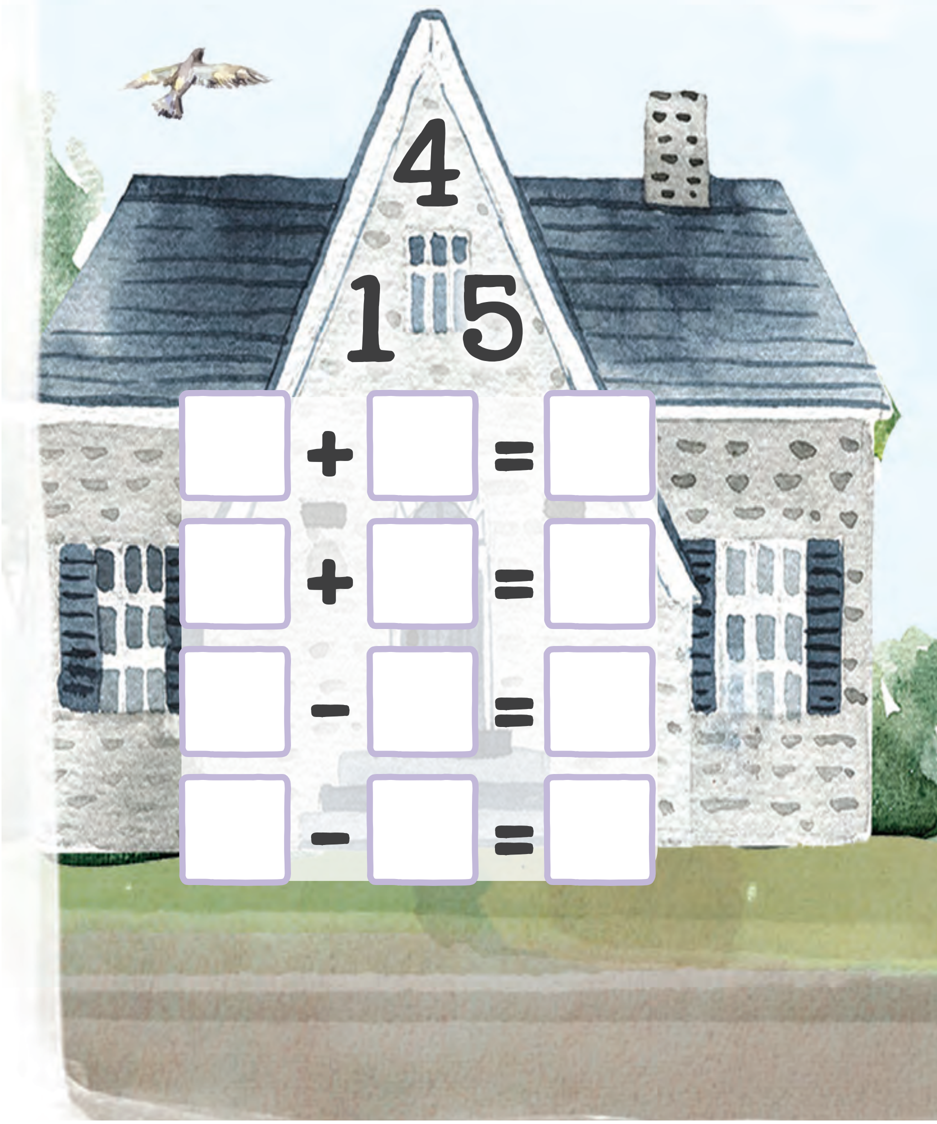
○ Read to the child: We are going to practice fact families today. First, let's take a look at the Martin family, who lives in the house on this page. The age of each person in the family is written below him or her. Circle all the family members who have an age that is an odd number. Remember that odd numbers always end with 1, 3, 5, 7, or 9.

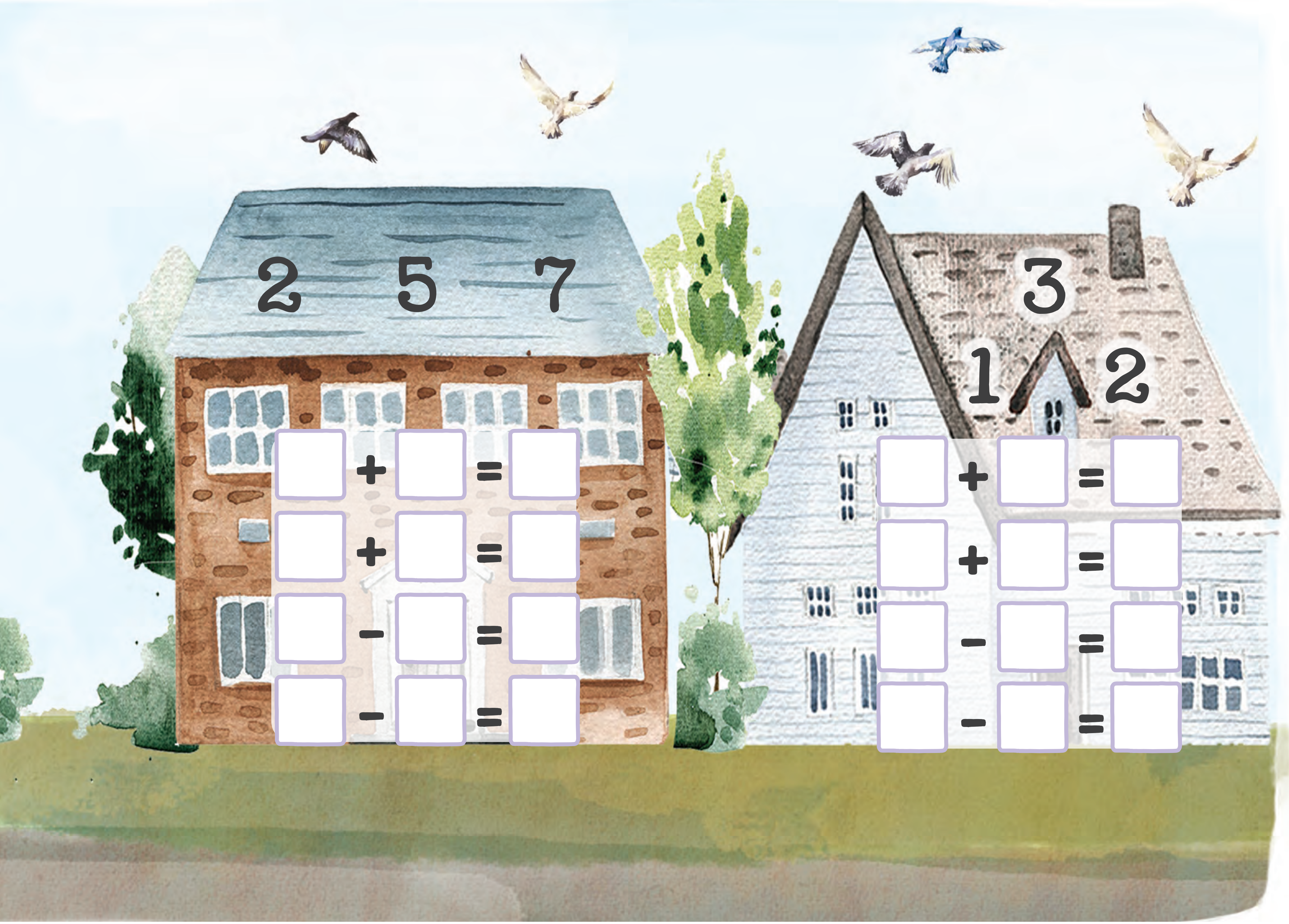


Point to the family member who is the oldest, youngest, and tallest. What are the ages of the youngest two children combined?

Fact Family
Village 2

○ Read to the child: Using the three numbers at the top of each house, create the fact family by writing four math equations in the spaces provided.




2
5
7
3
1
2

☐ + ☐ = ☐
☐ + ☐ = ☐
☐ − ☐ = ☐
☐ − ☐ = ☐

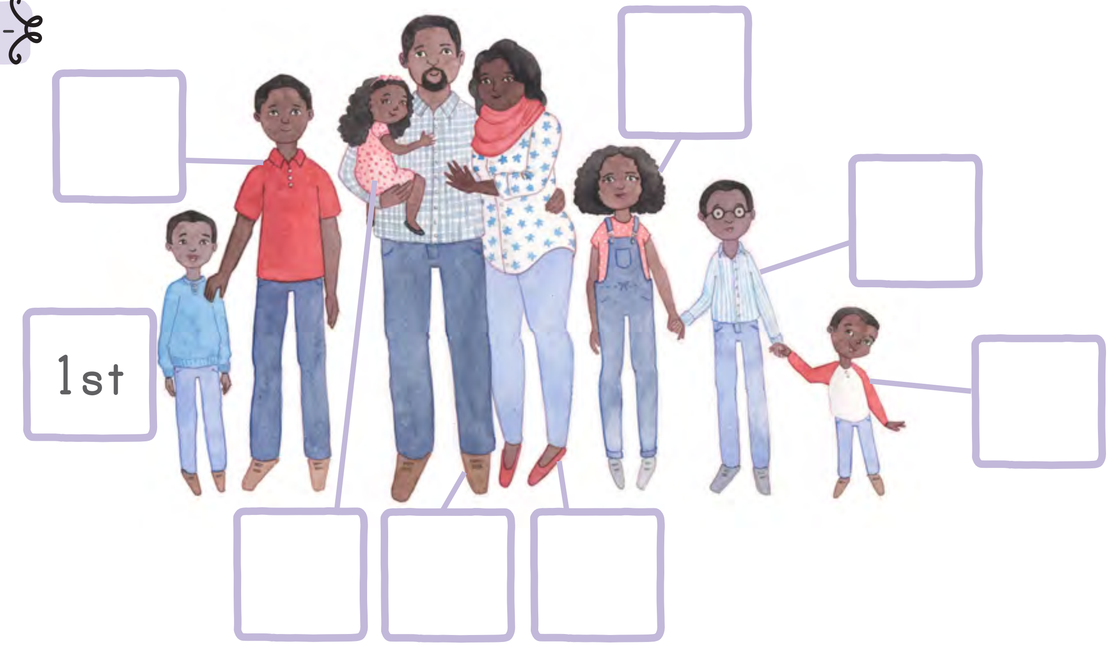
☐ + ☐ = ☐
☐ + ☐ = ☐
☐ − ☐ = ☐
☐ − ☐ = ☐

Review

Write the ordinal position of each family member that shows his or her position in line. The first one is completed for you.

1st 2nd 3rd 4th

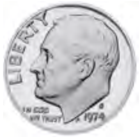
5th 6th 7th 8th

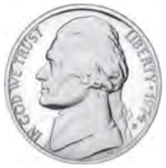


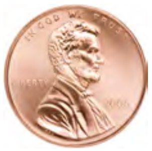
Complete each problem.

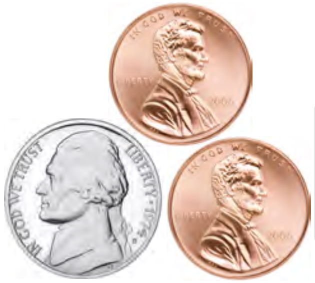
25	36	46	33	14	13	43	42
+ 21	+ 23	+ 22	+ 23	+ 14	+ 2	+ 5	+ 4

Write the number of cents shown by each coin or group of coins. Don't forget the cent sign.

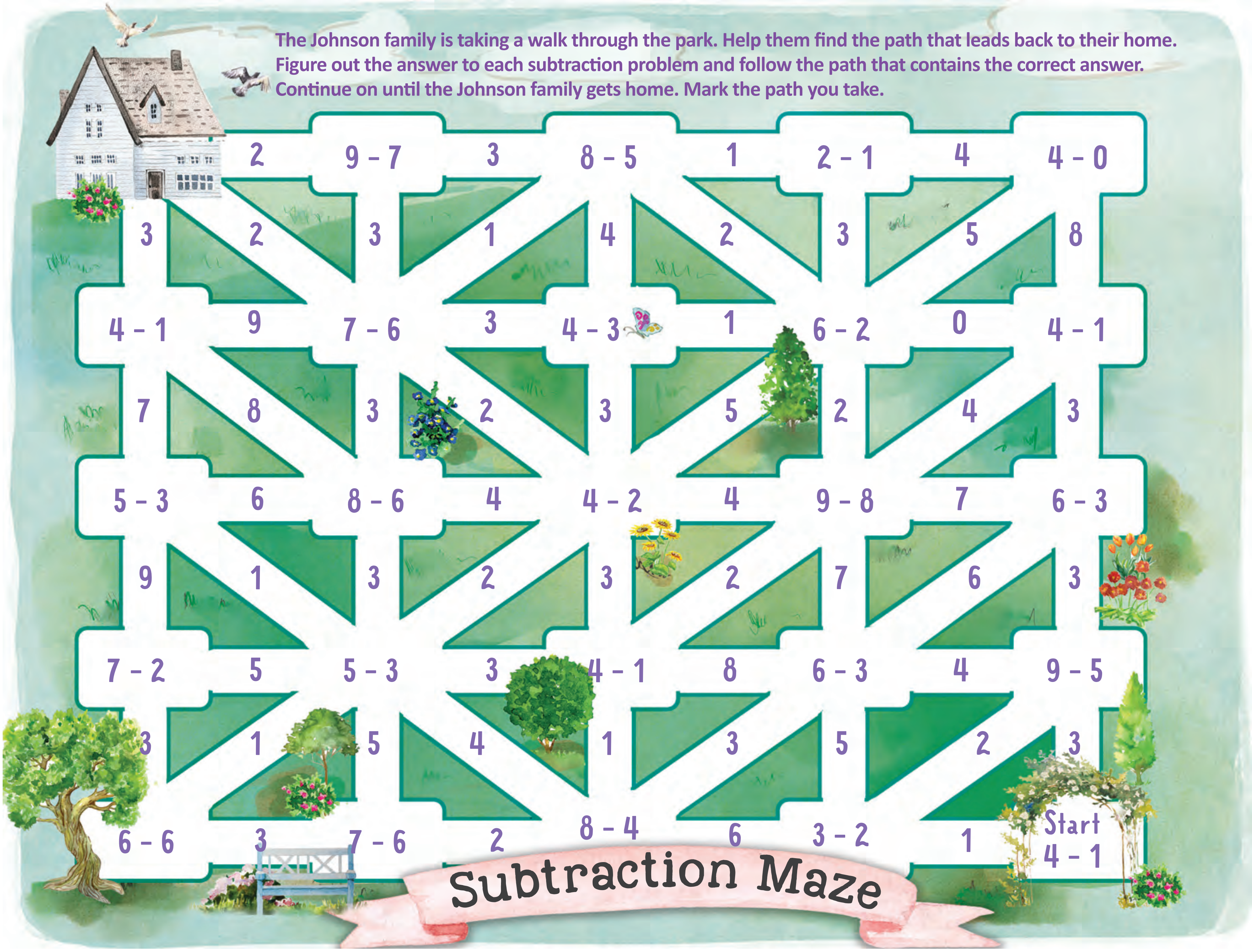








The Johnson family is taking a walk through the park. Help them find the path that leads back to their home. Figure out the answer to each subtraction problem and follow the path that contains the correct answer. Continue on until the Johnson family gets home. Mark the path you take.


2
9 - 7
3
8 - 5
1
2 - 1
4
4 - 0
3
2
3
1
4
2
3
5
8
4 - 1
9
7 - 6
3
4 - 3
1
6 - 2
0
4 - 1
7
8
3
2
3
5
2
4
3
5 - 3
6
8 - 6
4
4 - 2
4
9 - 8
7
6 - 3
9
1
3
2
3
2
7
6
3
7 - 2
5
5 - 3
3
4 - 1
8
6 - 3
4
9 - 5
3
1
5
4
1
3
5
2
3
6 - 6
3
7 - 6
2
8 - 4
6
3 - 2
1
Start
4 - 1
Subtraction Maze

Lesson

50

HUNDREDS CHART

Take the blue clocks from the math box and say the time on each. Then put the clocks in order of the earliest time to the latest time, assuming all the times are in the morning.

○ **Read to the child:** I will tell you a number, and you point to it on the hundreds chart: 10, 18, 44. Great! Now move your finger straight down from 44 to 54. Now move your finger straight down to 64, then 74, then 84, and then 94. What pattern do you notice about this column? [All the numbers end with 4.] Now point to 10. Move your finger straight down to 20. This column has the tens.

Whenever we move straight down on the hundreds chart, we are moving to a number that is 10 greater.

- Point to 16. Move your finger to the number that is 10 greater than 16. What number is 10 greater than 16? [26]
- Point to 32 and move your finger to the number 10 greater than 32. What is 10 greater than 32? [42] 32 plus 10 equals 42.

○ **Read to the child:** Point to 45, and then 55, 65, 75, and 85. Now count by ones from 85 to 100. Great job! Hundreds charts are cool. Watch what happens when you use a yellow crayon and quickly color in numbers 1 to 100, diagonally. [1, 12, 23, 34, 45, 56, 67, 78, 89, 100] If you look at the last digit of each of these numbers going down, what pattern do you notice? [It goes from 1 to 9, and then ends in 0.]

○ **Read to the child:** I'll say a number, and you point to the number that is right BEFORE that number on the hundreds chart with your finger: 100, 75, 27.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

○ **Read to the child:** Point to the 2s column. This is the column that has the digit 2 at the end of each number. Point to the 6s column. This is the column that has a 6 at the end of each number.

- I'm thinking of a number; see if you can figure it out. It is in the 5s column, and the first digit in the number is 3. [35]
- I'm thinking of a number; see if you can figure it out. It is in the 2s column, and the first digit is a 9. [92]

Review

Complete each problem.

22
+ 13

26
+ 3

32
+ 7

41
+ 8

34
+ 23

26
+ 21

45
+ 12

20
+ 30

Write one number less and one number more than the given number.

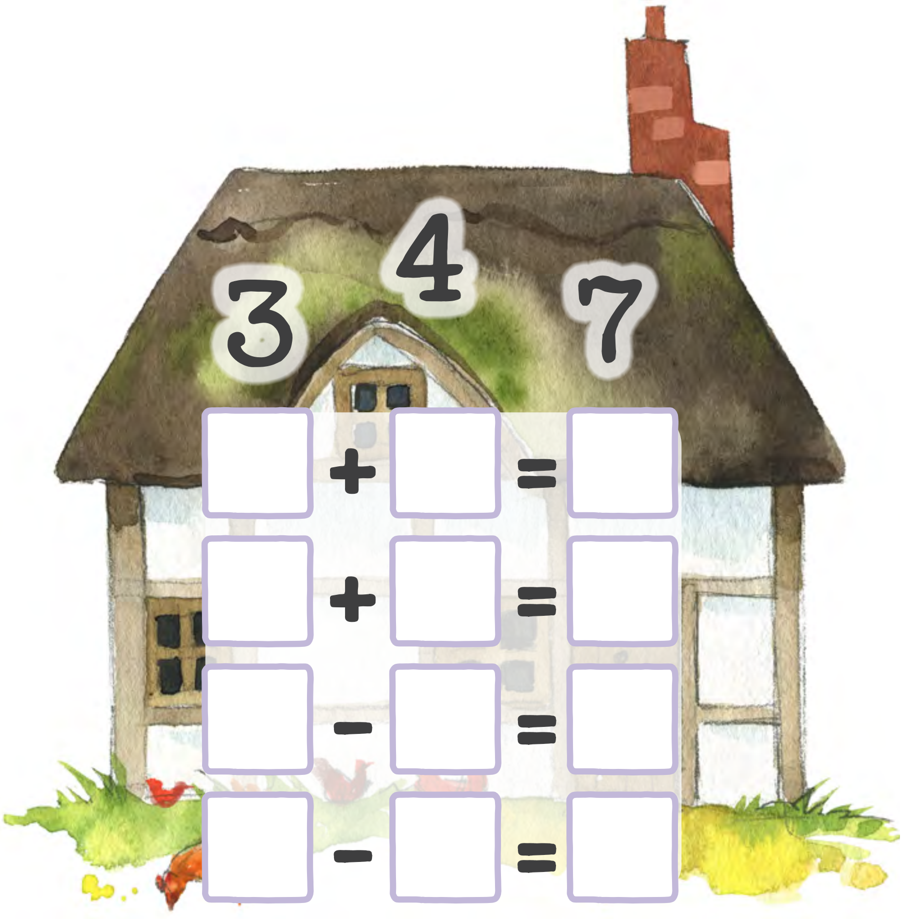
○ 28 ○

○ 21 ○

○ 24 ○

○ 27 ○

Complete the fact family using the numbers on the roof.



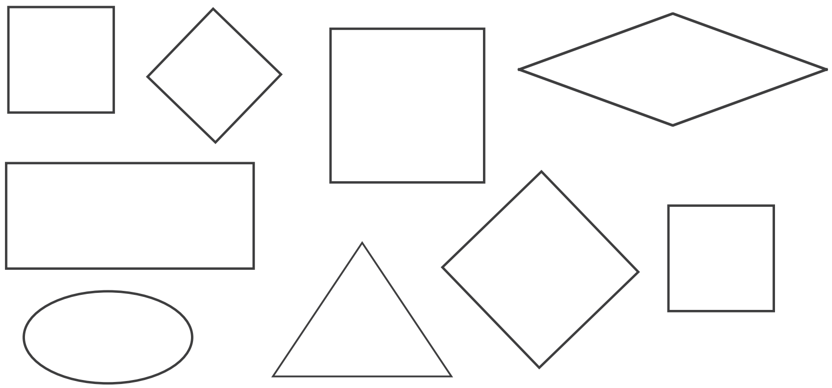
☐ + ☐ = ☐

☐ + ☐ = ☐

☐ − ☐ = ☐

☐ − ☐ = ☐

Color the shapes that are rhombuses, meaning they have 4 straight sides that are equal in length and connect at the corners.

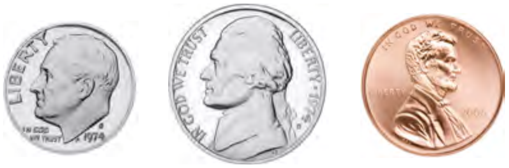


Lesson
51

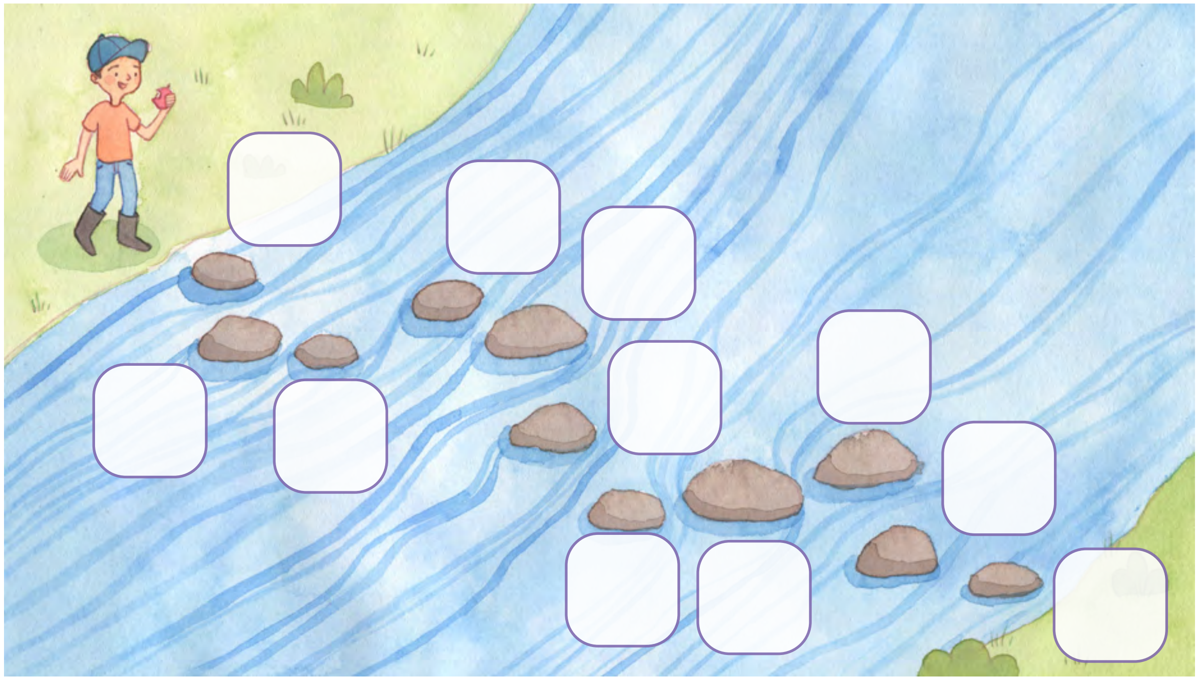
WRITING NUMBERS 50 TO 60

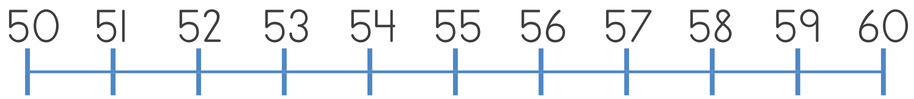
Have the child practice items that are not mastered.

- Say the digits that all even numbers end with.
- Count backward from 20 to 0. Count by 5s from 5 to 30.
- Say the name of each coin and its value:

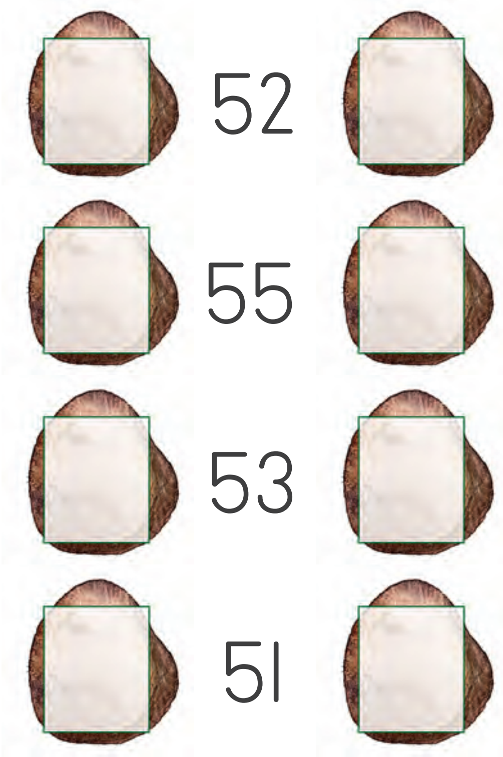


○ **Read to the child:** Write the numbers 50–60 in the boxes next to the stepping stones to get across the water. Refer to the number line at the bottom as needed.





○ **Read to the child:** Write one number less and one number more than the given number. You may look at the number line as needed.

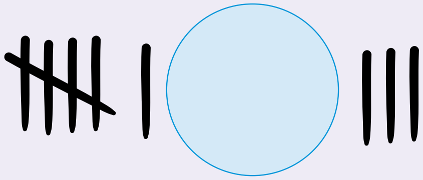


Review

Write the less than, greater than, or equal to symbol (<, >, =) in each blue circle to compare the two sides.

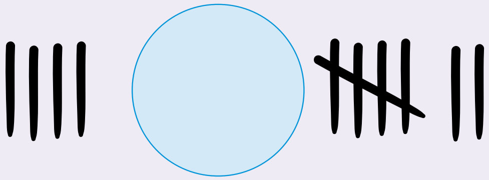
< = >

5 + 0 ○ 4 + 1

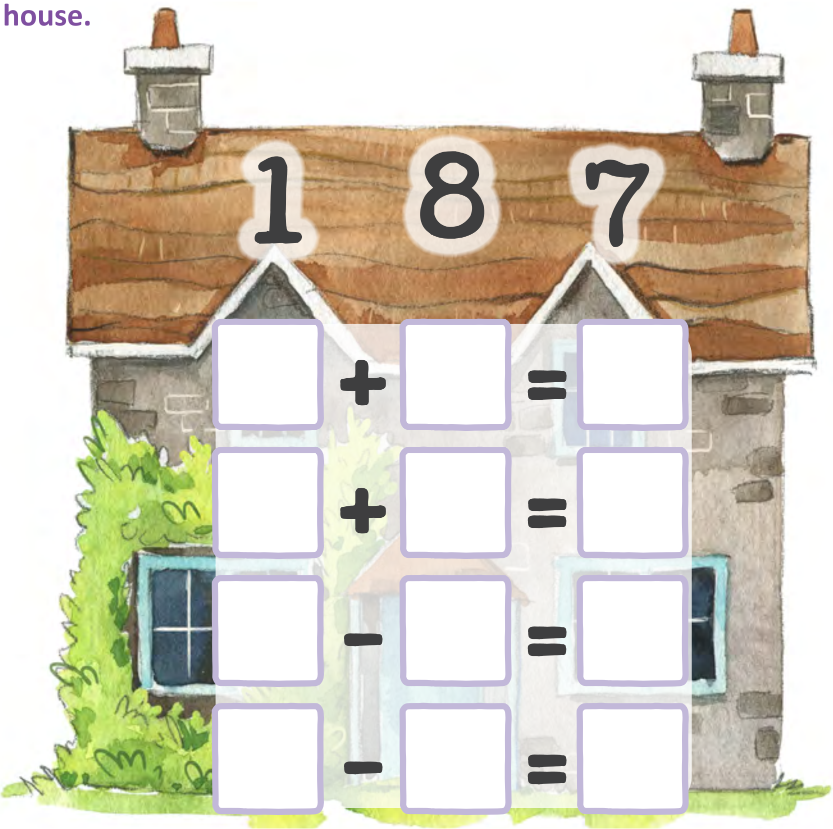


39 ○ 23

16 + 3 ○ 15 + 3



Complete the fact family using the numbers on the roof of the house.



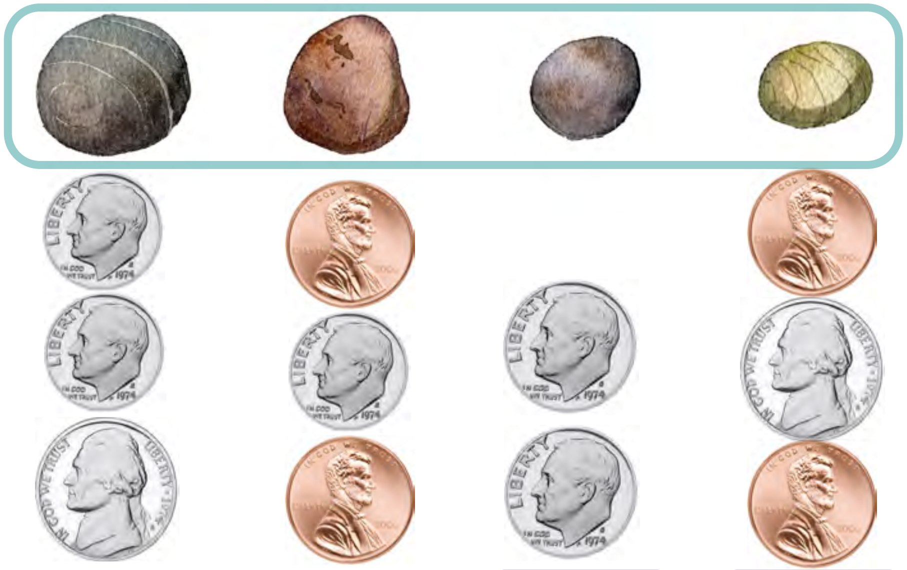
☐ + ☐ = ☐

☐ + ☐ = ☐

☐ − ☐ = ☐

☐ − ☐ = ☐

In each box write the number of cents shown that are needed to buy each rock. Then circle your favorite rock. Don't forget the cent sign.



☐ ☐ ☐ ☐

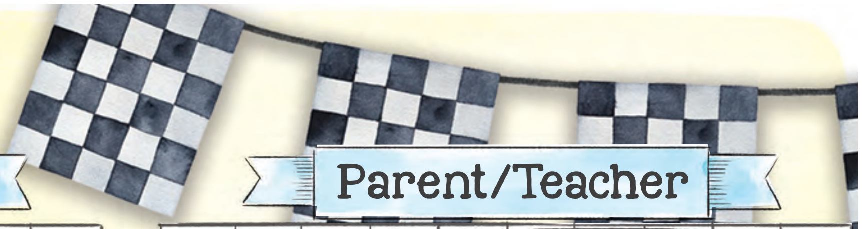
Lesson
52

COUNTING IN THE HUNDREDS: PART 1

Have the child practice items that are not mastered.

- Count backward from 20 to 0. Count by 5s from 5 to 30.
- Write the number words for numbers one to six.

RACE to 300



○ Take the 1–6 dice from the math box and give it to the child. Read to the child: Let's play a game to see who can race through the hundreds chart faster. You start on number 201 on your hundreds chart. Roll the dice and move that many spots with your finger, counting aloud. Color in the box you land on. Then it is my turn. The first person who gets to 300 wins. This is a game of chance and is just for fun. Being a good sport if you lose is even more special than winning! If desired, play again, coloring the boxes different colors.

Student

201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230
231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250
251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270
271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290
291	292	293	294	295	296	297	298	299	300

Parent/Teacher

201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230
231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250
251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270
271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290
291	292	293	294	295	296	297	298	299	300

Review

Draw a line from the problem to the flag with the correct answer.

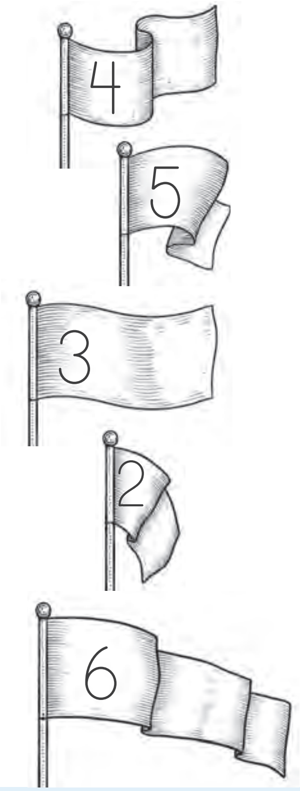
8 - 3 =

9 - 5 =

5 - 2 =

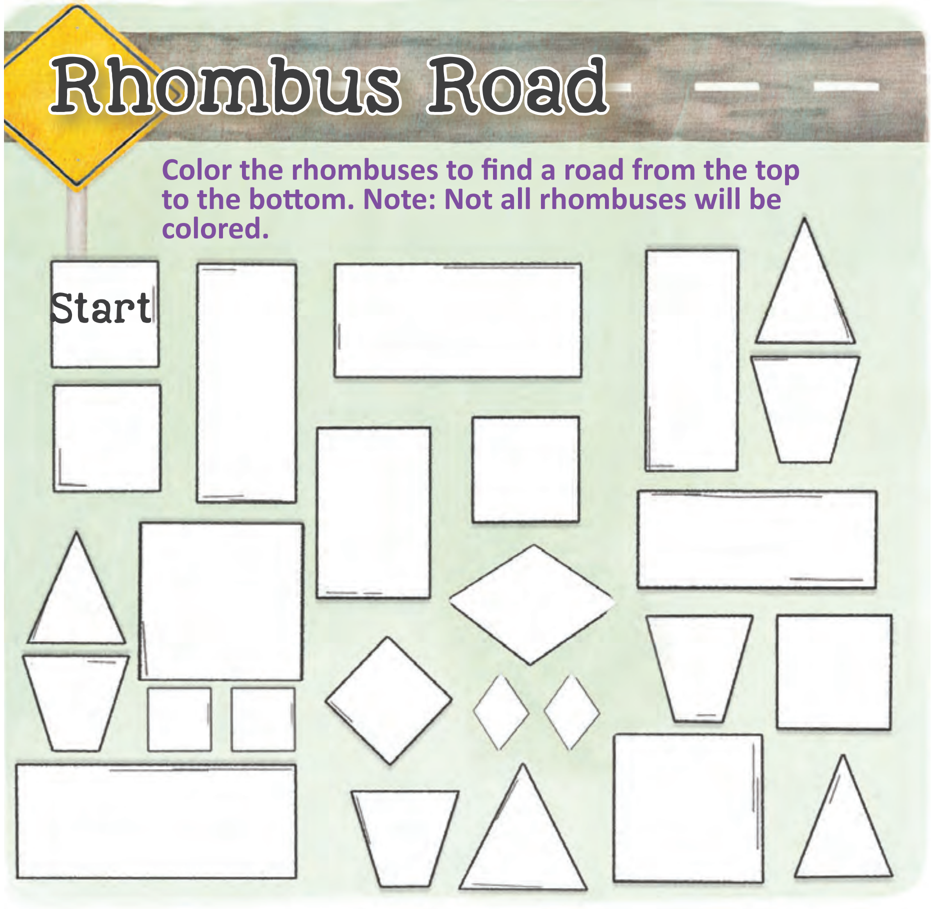
8 - 2 =

5 - 3 =



Rhombus Road

Color the rhombuses to find a road from the top to the bottom. Note: Not all rhombuses will be colored.



Complete each problem.

34	26	45	20	22	26	32	41
+ 23	+ 21	+ 12	+ 30	+ 13	+ 3	+ 7	+ 8

Lesson
53

QUARTERS AND COUNTING BY 25s TO 100

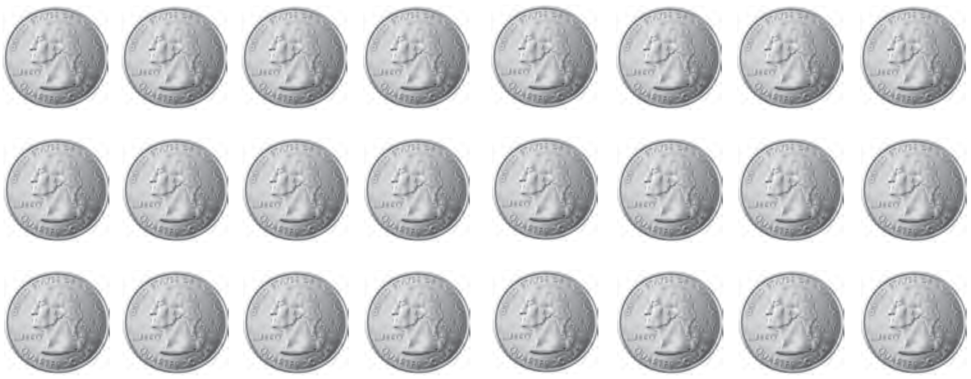
Have the child practice items that are not mastered.

- Watch the video "How to Spell Numbers 4, 5, 6."
- Write "four," "five," and "six" on the whiteboard.

○ Read to the child: Jack went to the doctor's office with his mom. There was a long wait, and Jack had nothing to do.

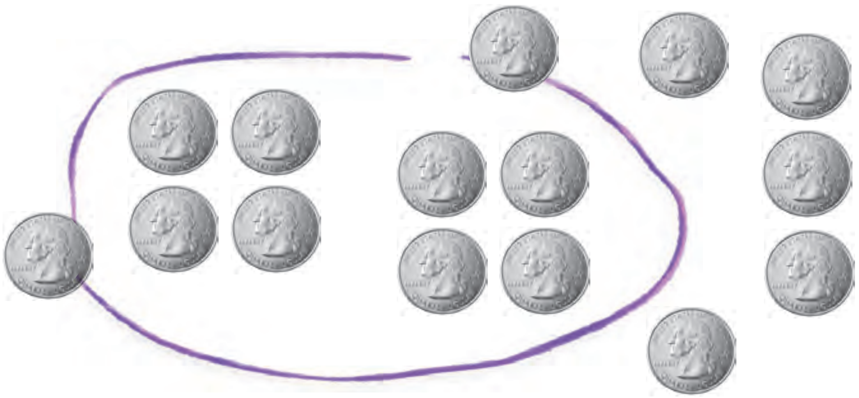
His mom was always creative. "I have an idea," she said. She handed him a pile of 24 quarters. "Let's play with these. Did you know that four quarters equal a dollar?" she asked. "Each quarter is worth 25 cents. Here is how we skip count by 25s: 25, 50, 75, 100. See! 100 cents is a dollar." She laid the quarters out on the table in the waiting room. "Let's count the quarters and find out how many dollars there are," she said.

Let's count the quarters too. Circle the coins in groups of 4. Then point to each quarter as we skip count by 25s, saying, "25, 50, 75, 100."



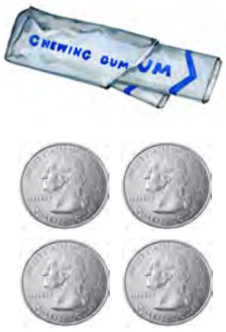
○ Read to the child: Jack's mom took a string from her purse and made a large circle on the floor. "Drop the coins," she said. "Let's see how many land in the circle and don't touch the string."

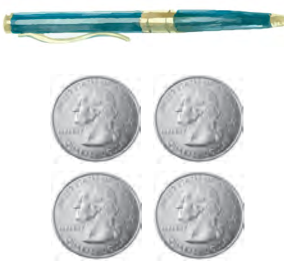
Let's count the quarters that landed in the circle. Circle the coins inside the circle in groups of 4. Then point to each quarter as we skip count by 25s, saying, "25, 50, 75, 100."

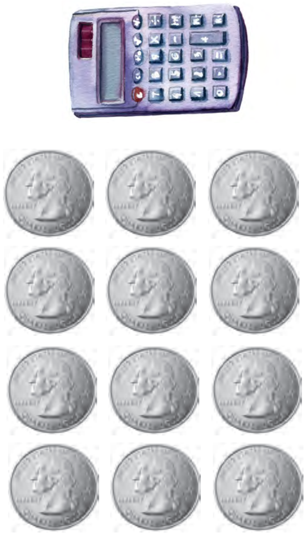


○ Read to the child: Jack's mom then put some items from her purse on the table. "Use the coins to act as if you are purchasing these items," she told Jack. By each item Jack put the amount of coins he thought the item was worth.

For each item count the coins using skip counting by 25s. Write "$1" each time you reach a dollar.

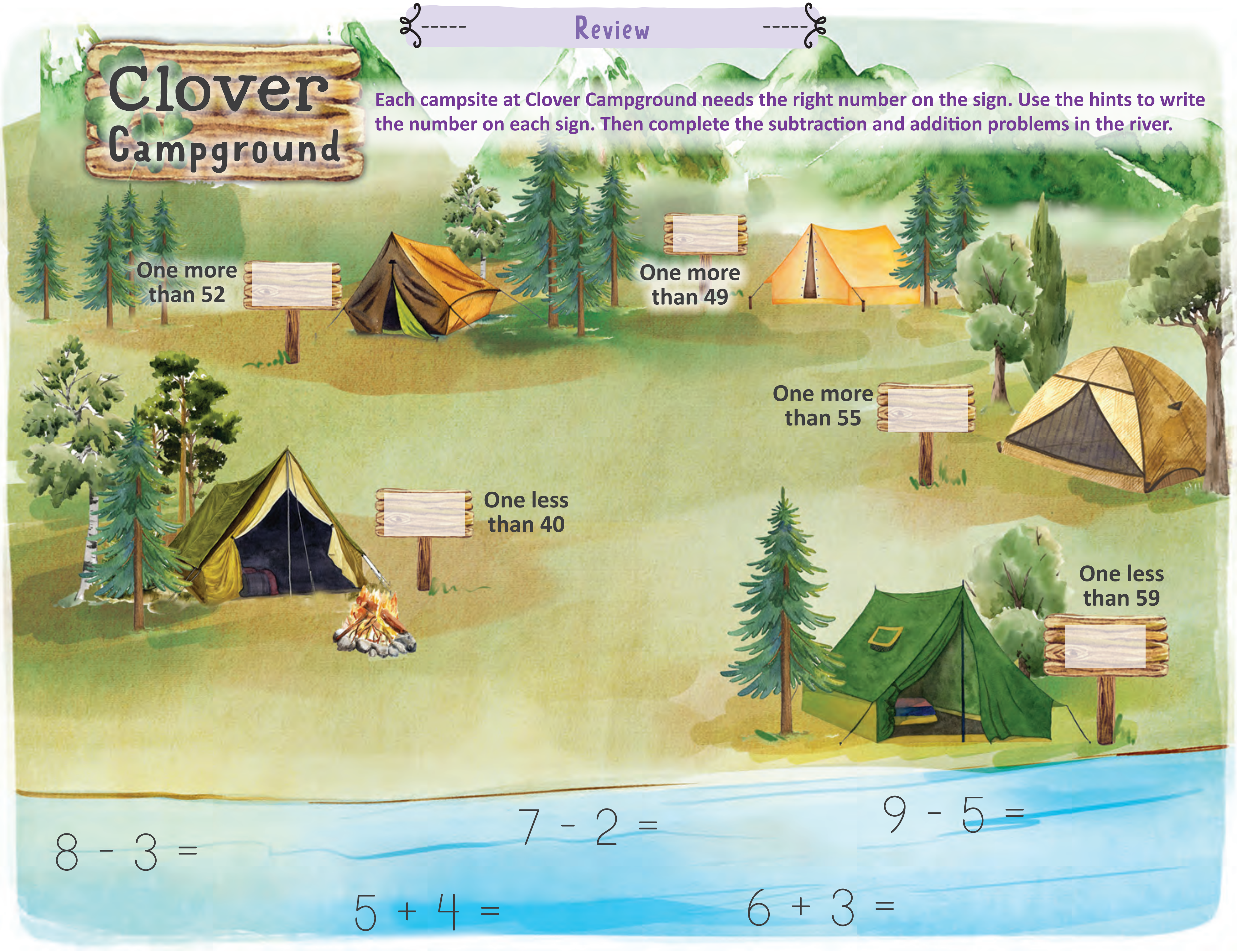






Jack's wait was over. He said, "You're the best, Mom!"

Review



Clover Campground

Each campsite at Clover Campground needs the right number on the sign. Use the hints to write the number on each sign. Then complete the subtraction and addition problems in the river.

One more than 52

One more than 49

One more than 55

One less than 40

One less than 59

$8 - 3 =$

$7 - 2 =$

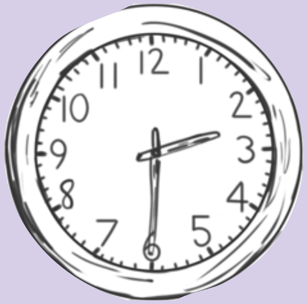
$9 - 5 =$

$5 + 4 =$

$6 + 3 =$

CLOCK Practice

Write the time shown on each clock.



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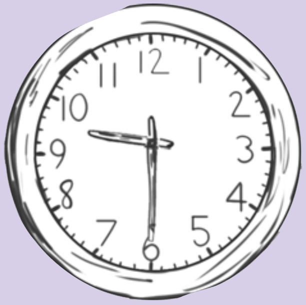

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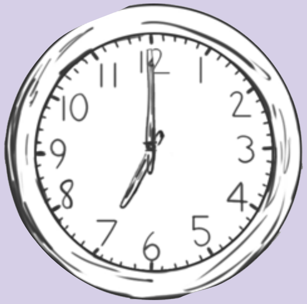

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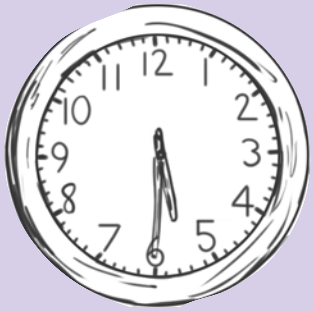

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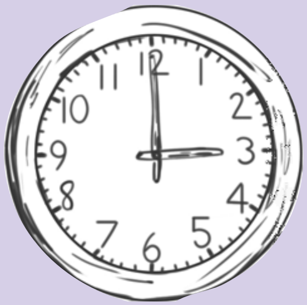

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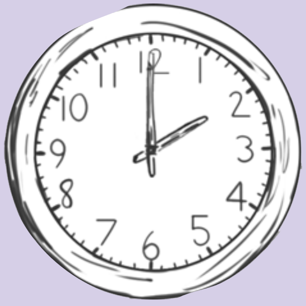

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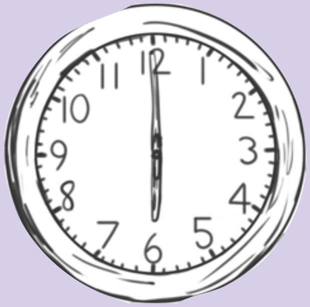

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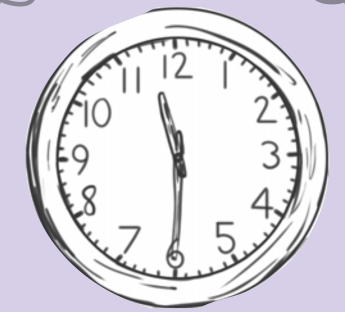


:

Lesson
54

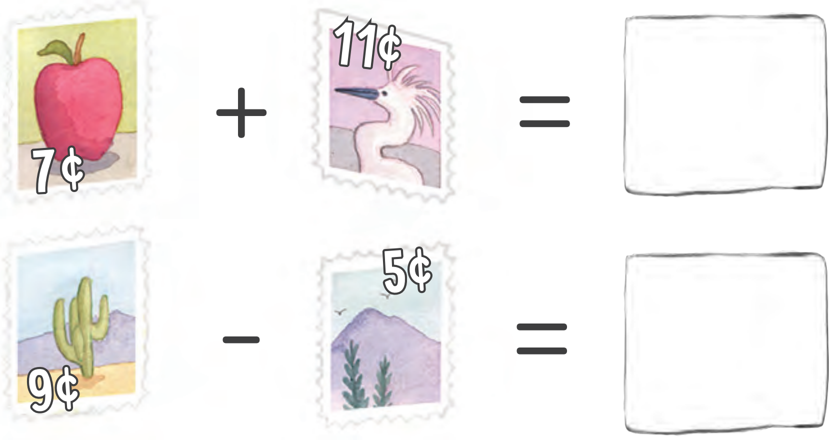
WRITING CENTS TO 50¢

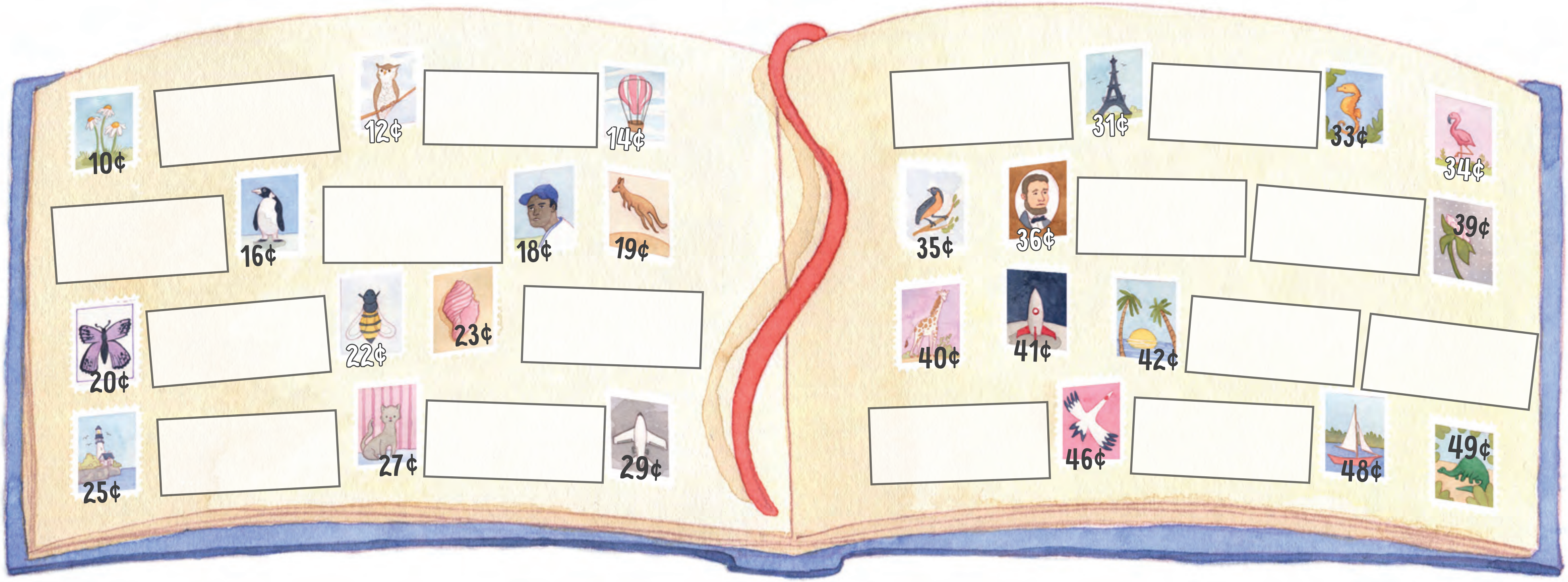
Have the child practice items that are not mastered.

- Count by 25s from 25 to 100.
- Write all the odd numbers from 51 to 59.

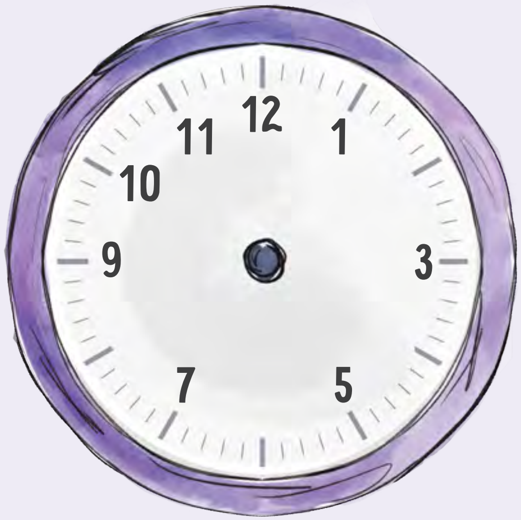
○ Read to the child: Do you remember Jade from Unit 1? She loves to collect old, valuable stamps. This is one page from her stamp book where she keeps her collection. She is trying to collect a stamp for each amount between 10¢ and 49¢. Write the prices of the stamps she still needs to collect in the empty boxes. Remember to include the cent sign.

○ Take 5 dimes, 4 quarters, 2 nickels, and 4 pennies from the math box. Read to the child: Write the answer to the addition or subtraction problem. Don't forget the cent sign. Then put coins on each stamp in the problem to equal the value. Remove the coins before completing the next problem.

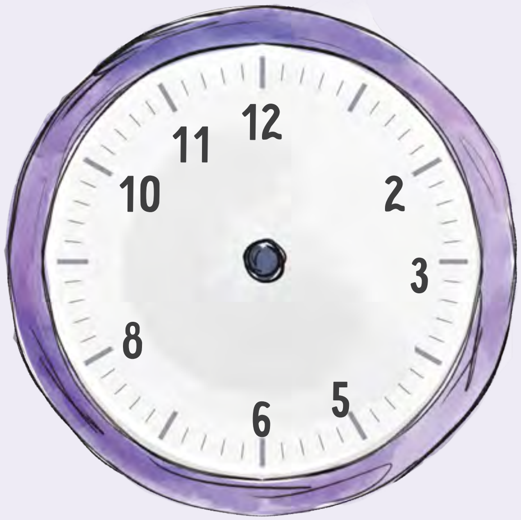




On each clock fill in the missing numbers and draw the clock hands to show the time given.



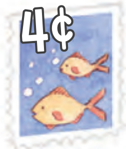
7:00



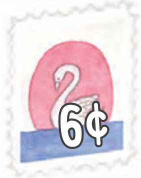
11:30

Review

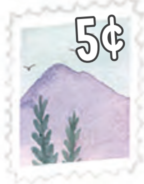
Write the number word that shows the number of cents on each stamp.



______________ cents



______________ cents



______________ cents

Complete each addition problem.

$$\begin{array}{r} 18 \\ +\ 21 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ +\ 23 \\ \hline \end{array} \qquad \begin{array}{r} 33 \\ +\ 20 \\ \hline \end{array} \qquad \begin{array}{r} 46 \\ +\ 11 \\ \hline \end{array}$$

Complete each subtraction problem.

$$\begin{array}{r} 9 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -\ 3 \\ \hline \end{array}$$

Fill in the missing numbers, counting backward from 20 to 11 and 10 to 1.

20	10
	7
16	
	4

Lesson
55

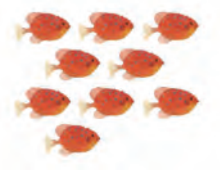
SUBTRACTION PRACTICE

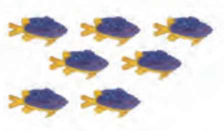
Have the child practice items that are not mastered.

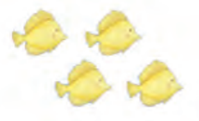
- On the whiteboard write the numbers that are one more than 45 and one less than 49.
- Raise your left hand and then your right hand.

○ **Don't Sink the Ship Game:** Take six boats and the 1–6 dice from the math box. Read to the child: Place a boat under each number on the water below. There has been a big storm, and these boats have taken on extra water. Start with the boat on the left. Roll the dice and subtract the number you rolled from the number above the boat. If the number is even, the boat sinks. Remove it from the page. Continue that process for each boat to see how many boats are still left floating. Even numbers end with 0, 2, 4, 6, or 8. Play the game one or more times.

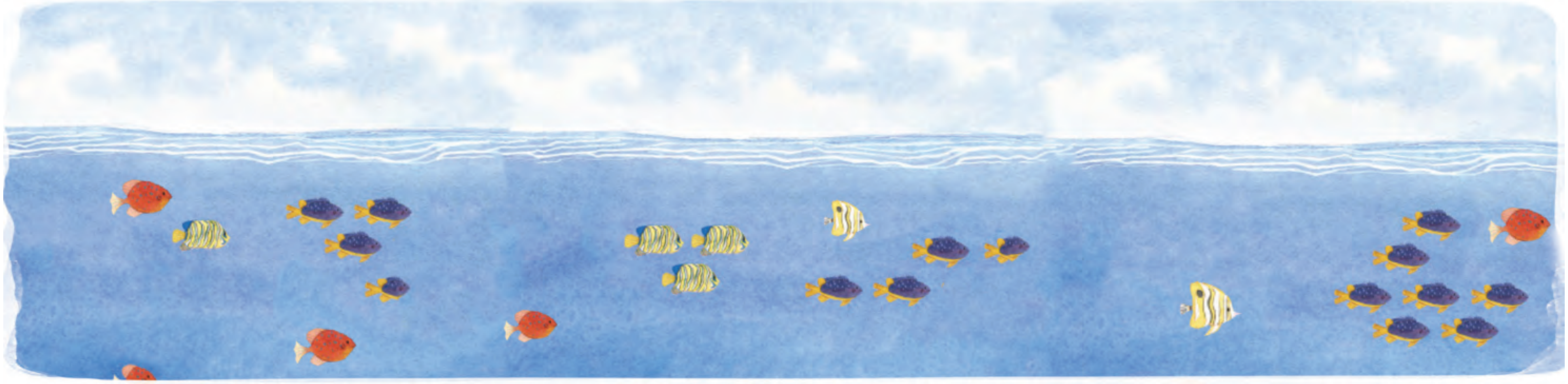
○ Have the child complete the subtraction problems below, writing the answers in the boxes on the right.


− 6 = ☐


− 4 = ☐

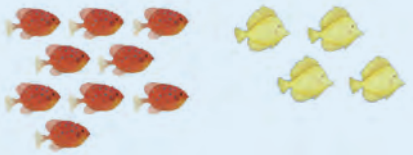

− 3 = ☐

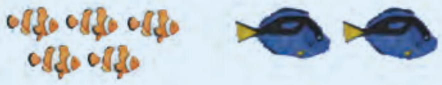
9 10 8 11 6 7

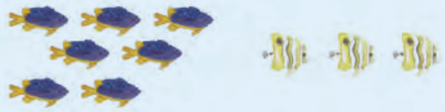


Review

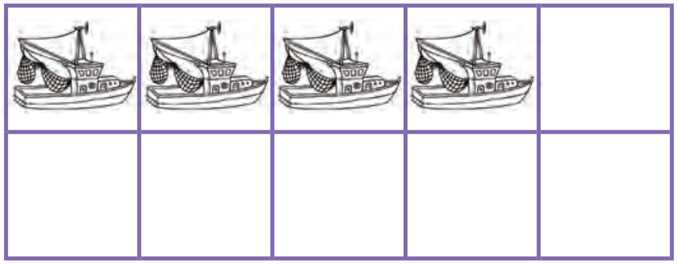
For each set create an addition problem and solve it to show how many fish are in the set.

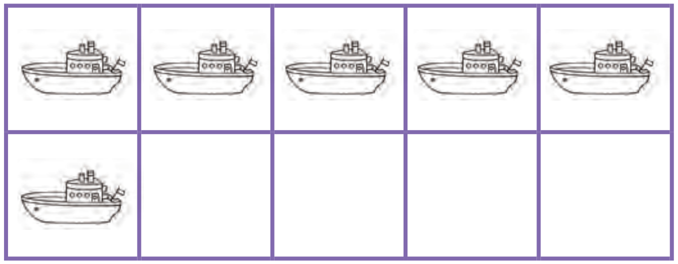


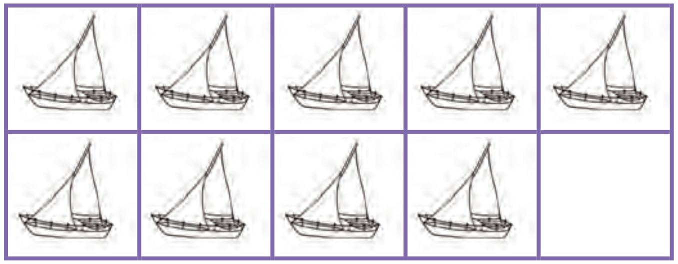




Without counting, write the number of boats in each ten frame in the box to its right.







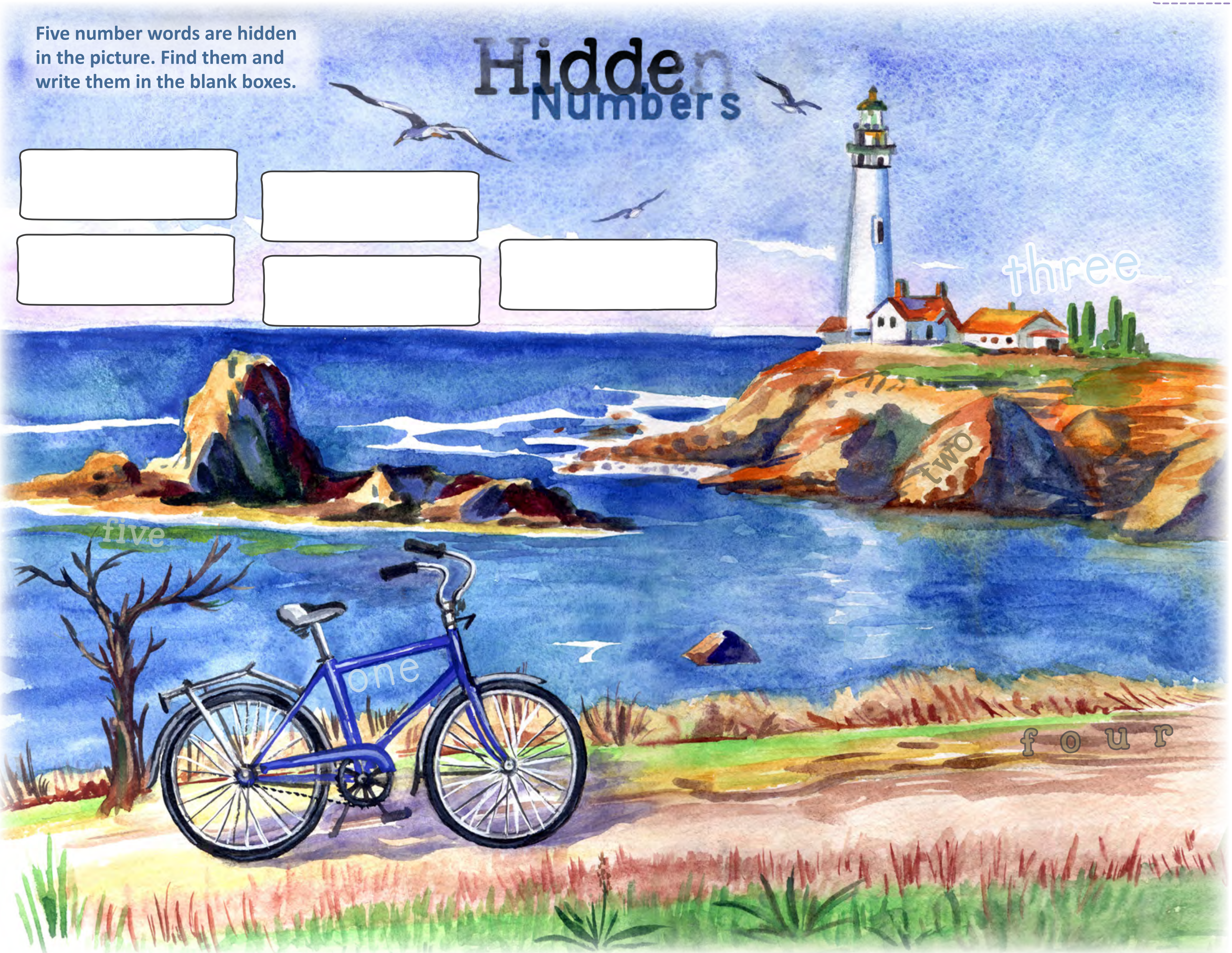
Complete each problem.

$$\begin{array}{r} 32 \\ +\ 27 \\ \hline \end{array} \qquad \begin{array}{r} 23 \\ +\ 16 \\ \hline \end{array} \qquad \begin{array}{r} 43 \\ +\ 22 \\ \hline \end{array} \qquad \begin{array}{r} 26 \\ +\ 20 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ +\ 17 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 31 \\ +\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 47 \\ +\ 2 \\ \hline \end{array}$$

Hidden Numbers

Five number words are hidden in the picture. Find them and write them in the blank boxes.


three
two
five
one
four

Lesson
56

COUNTING IN THE HUNDREDS: PART 2

Have the child practice items that are not mastered.

- Count backward from 20 to 0. Count by 5s from 5 to 30.
- Write number words for numbers one to six.

RACE to 400

○ Take the 1–6 dice from the math box and give it to the child. Read to the child: Let's play a game to see who can race through the chart faster. You start on number 301 on your hundreds chart. Roll the dice and move that many spots, counting aloud. Color in the box you land on. Then it is my turn. The first person to get to 400 wins. This is a game of chance and is just for fun. Being a good sport if you lose is even more special than winning! Play multiple times, coloring the boxes different colors.

Student

301	302	303	304	305	306	307	308	309	310
311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330
331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	350
351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370
371	372	373	374	375	376	377	378	379	380
381	382	383	384	385	386	387	388	389	390
391	392	393	394	395	396	397	398	399	400

Parent/Teacher

301	302	303	304	305	306	307	308	309	310
311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330
331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	350
351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370
371	372	373	374	375	376	377	378	379	380
381	382	383	384	385	386	387	388	389	390
391	392	393	394	395	396	397	398	399	400

Review

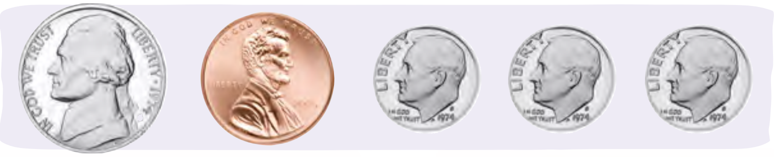
Complete each problem.

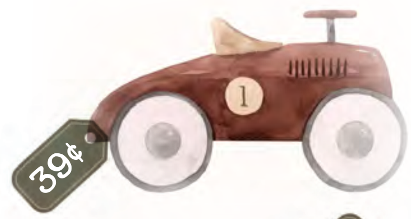
$$\begin{array}{r} 25 \\ +\ 13 \\ \hline \end{array} \qquad \begin{array}{r} 36 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 24 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 31 \\ +\ 8 \\ \hline \end{array}$$

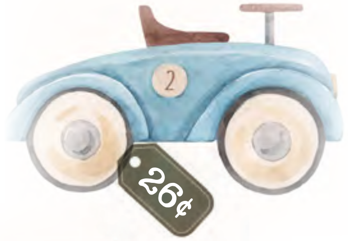
8 - 2 =

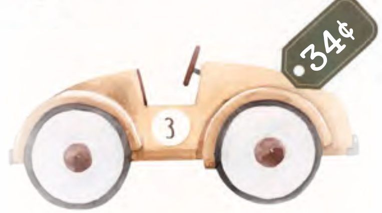
10 - 9 =

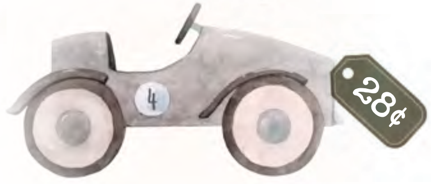
Circle each toy car you could buy with the amount of money shown.











Write one number less and one number more than the given number.

42

45

43

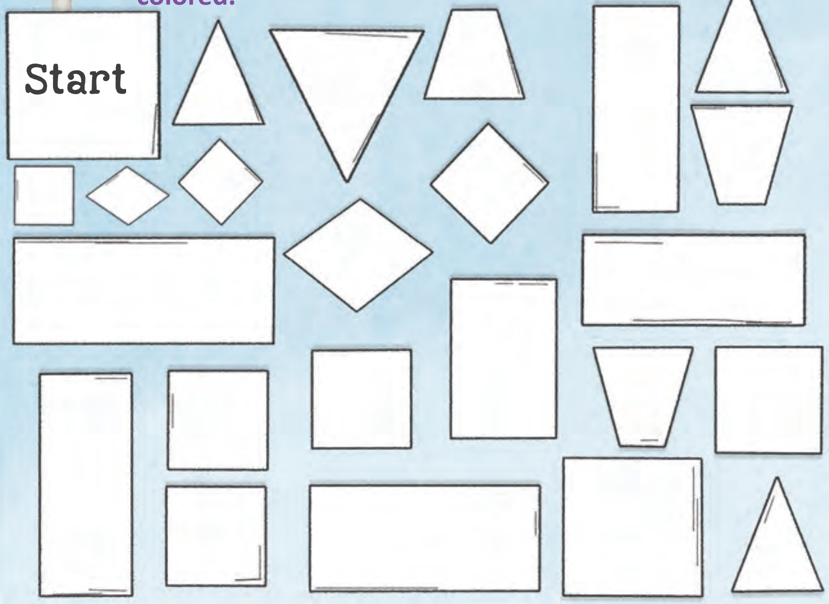
49

46

40

Rhombus Road

Color the rhombuses to find a road from the top to the bottom. Note: Not all rhombuses will be colored.



Lesson
57

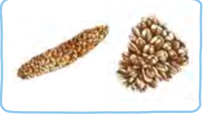
BAR GRAPHS AND THE MOST AND THE FEWEST

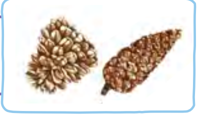
Have the child practice items that are not mastered.

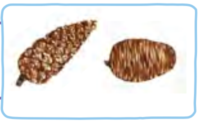
- Count by 25s from 25 to 100.
- Write all the odd numbers from 51 to 59.

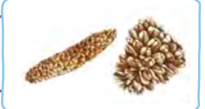
○ **Read to the child:** Joseph goes on pine-cone hunts in the forest near his home. He has found a large variety of sizes and shapes of pine cones. There is one kind of pine cone that he finds almost every day. When we have a larger amount of something than anything else, we often say we have the "most" of that item. The opposite of "most" is "fewest." The pine cone that he has found the fewest of is an extremely rare variety.

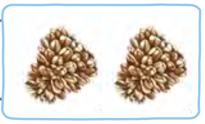
Joseph decided to make a graph of the pine cones he found this week to see which category had the most and the fewest. Below are the pine cones he found each day.

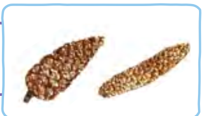
Monday


Thursday


Tuesday


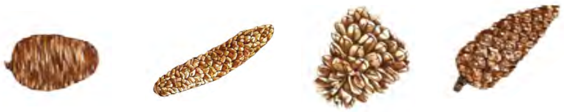
Friday


Wednesday


Saturday


○ **Read to the child:** Graphing allows us to visualize data. On the graph below, starting with 1, fill in a box each time that specific pine cone was found. Then write the total number of each pine cone he found at the bottom of each column.

5				
4				
3				
2				
1				
Total				



○ **Read to the child:** Using the graph, tell me which pine cone he found the fewest of and which he found the most of.

Now go on a hunt of your own and gather things, inside or out, that you like. Divide the items into categories and create a graph on the whiteboard to see which category has the most and the fewest.

Review

Draw a line from the problem to the tree with the correct answer.

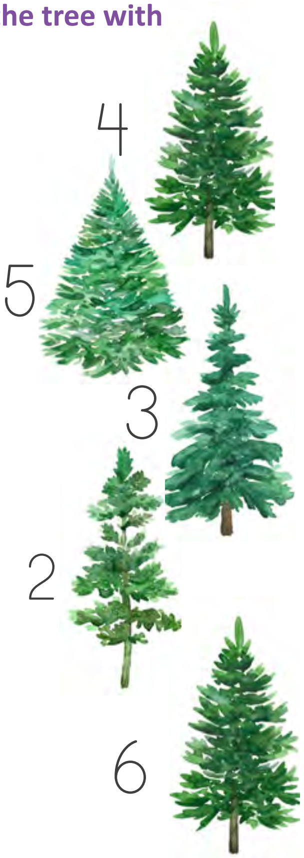
9 - 4 =

8 - 6 =

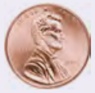
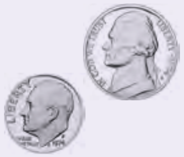
5 - 1 =

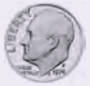
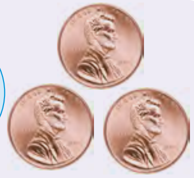
7 - 4 =

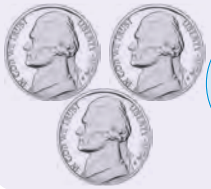
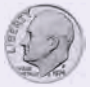
6 - 0 =

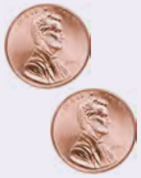
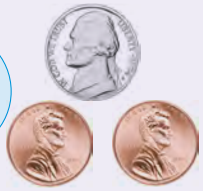


Write the less than, greater than, or equal to symbol in each blue circle.

 ○ 

 ○ 

 ○ 

 ○ 

4 + 2 ○ 3 + 3

5 + 3 ○ 7 + 2

6 + 2 ○ 4 + 3

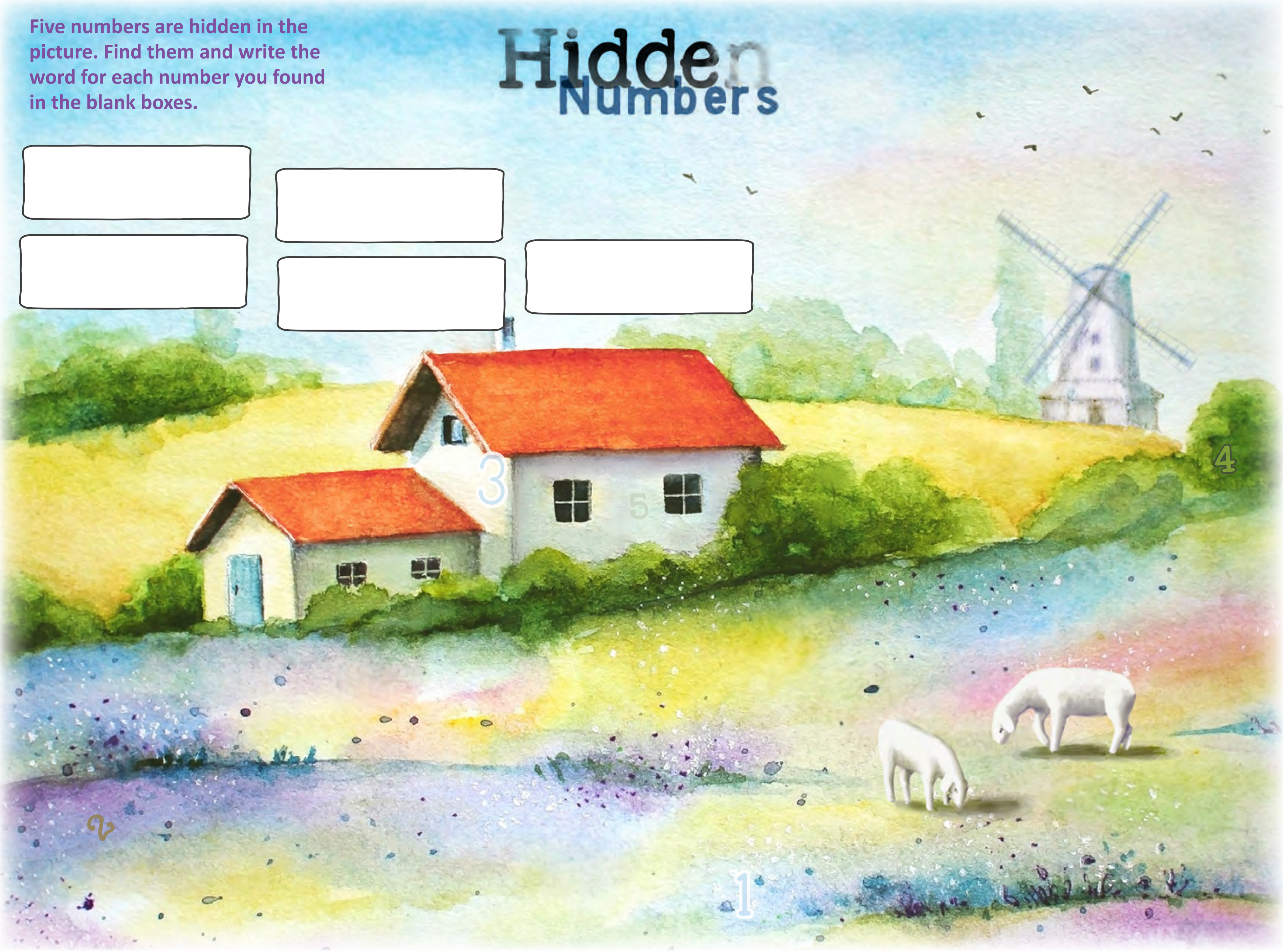
8 + 4 ○ 9 + 2

Complete each problem.

32	23	35	10	12	46	22	31
+ 21	+ 11	+ 14	+ 30	+ 13	+ 3	+ 6	+ 6

Hidden Numbers

Five numbers are hidden in the picture. Find them and write the word for each number you found in the blank boxes.



Lesson
58

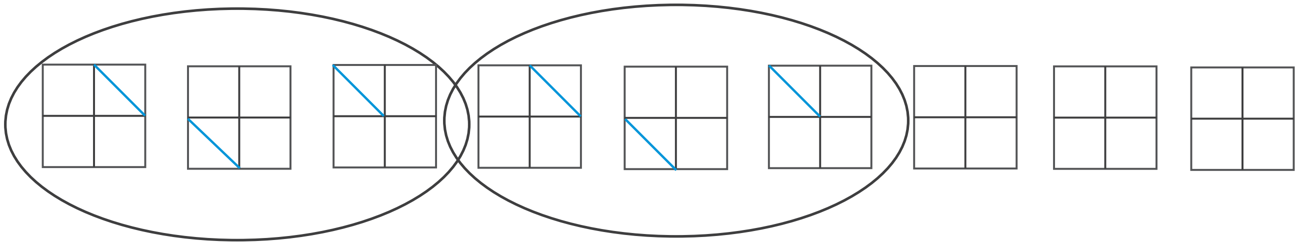
COPYING AND EXTENDING PATTERNS

Have the child practice items that are not mastered.

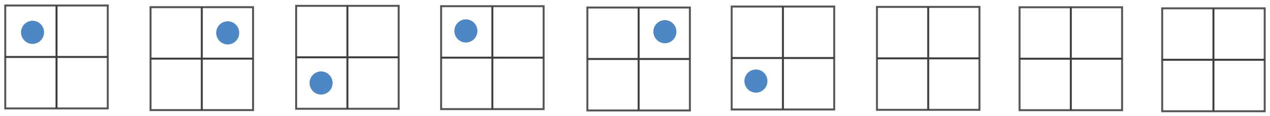
- List all the odd numbers from 0 to 10.
- Count by 5s from 5 to 30.
- Draw a circle going clockwise.

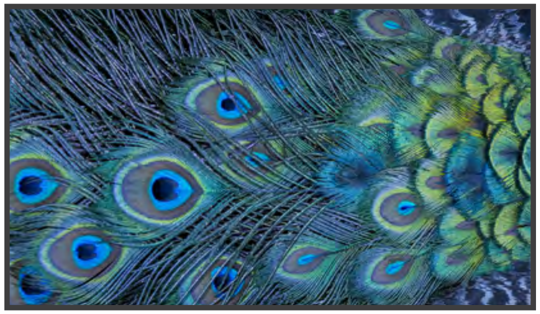
○ Read to the child: Patterns are found all over in nature and show us God's incredible designs. Let's look at each image in the next column and see some of the patterns we can find in nature.

Today, you are going to do your own practice with patterns. If you are going to copy a pattern, you first need to figure out what the pattern is. In this row the pattern is circled. After every three boxes, the pattern repeats. In the last three blank boxes, copy the pattern by drawing lines in the boxes with a blue colored pencil.

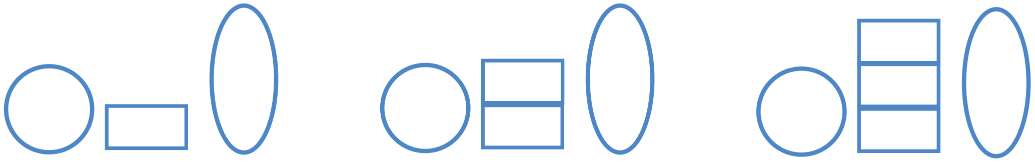


○ Read to the child: For the pattern in the next row, determine when the pattern starts repeating again. Is it after 2 squares, 3 squares, or 4 squares? Circle each group of patterns, and then fill in the blank boxes to copy the pattern.





○ Read to the child: Some patterns don't repeat the exact same thing. Instead, they repeat a growing pattern. For example, look at how this pattern adds one more rectangle each time the pattern repeats. Discover where the pattern starts repeating by circling the group of patterns. Then extend the pattern by drawing the pattern on the blank lines. Don't forget to grow the rectangle by one.



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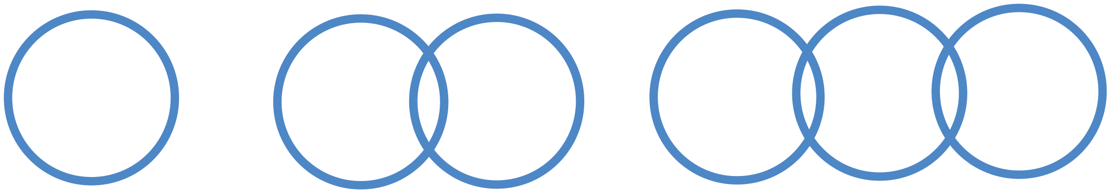
○ For each group below, have the child identify the part of the pattern that is growing. Then have the child circle each group of patterns and extend the pattern.

1 + 1   1 + 2   1 + 1   1 + 3   1 + 1   ____________ ____________



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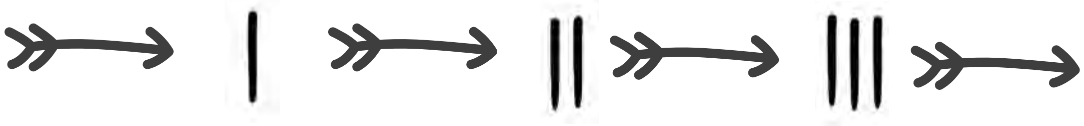
0   1   0   2   0   3   0   ________ ________ ________ ________



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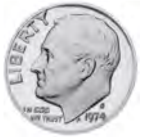
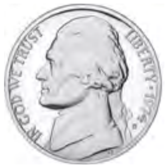
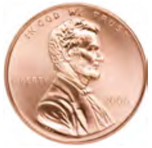
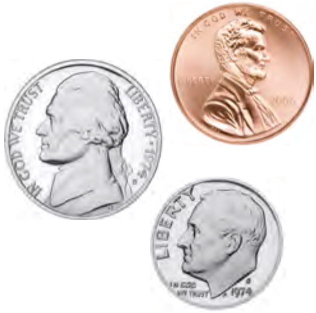
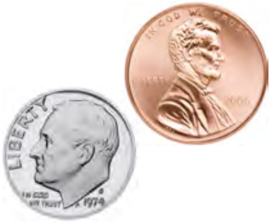
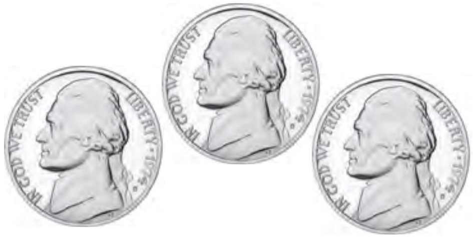
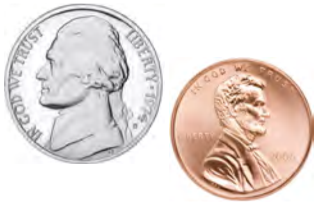
Review

Write the number of cents shown by each coin or group of coins. Don't forget the cent sign.

Write the missing numbers in the boxes that would make a total of 5.

5
1 ☐

5
4 ☐

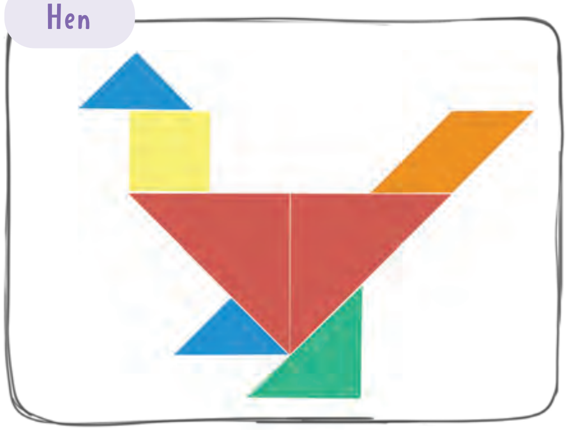
5
3 ☐

5
2 ☐

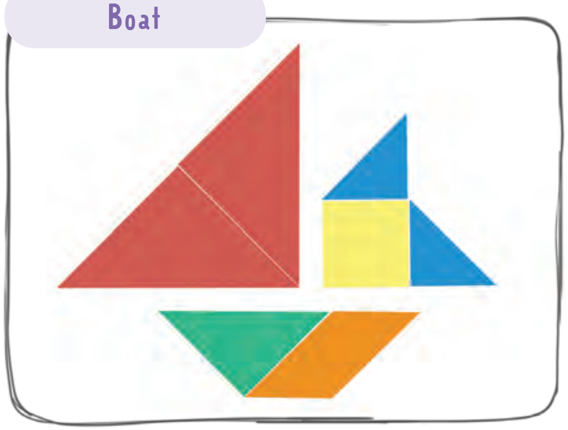
5
0 ☐

Use the shapes from the math box to re-create the images.

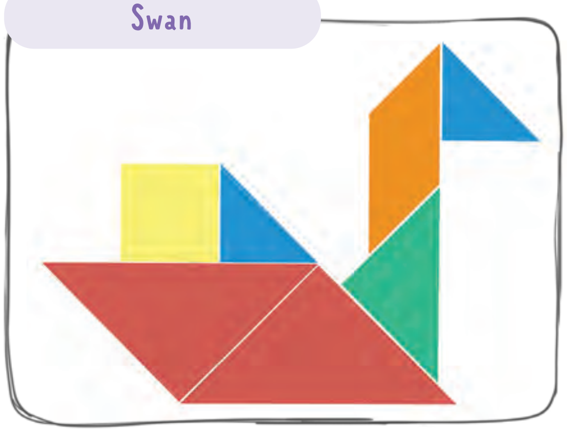
Hen



Boat



Swan



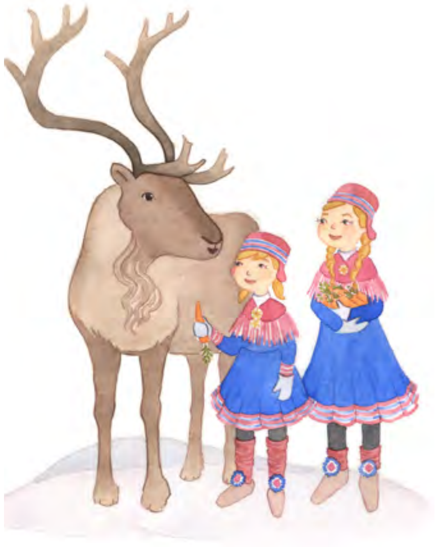
Lesson 59

ADDITION STORIES: PART 2

Have the child practice items that are not mastered.

- Recite a parent's phone number.
- Spell TWO, FOUR, and FIVE aloud.

○ Read to the child: This is Maria and Helena. Look at the picture on the next page. Their family owns a reindeer farm in Finland. A typical day for the girls includes doing homeschool and preparing the reindeer for taking visitors on sleigh rides. Today, they decide to take their own sleigh and follow a family going on a sleigh ride. They harness the reindeer and attach the straps to the sleigh. As I tell you the story, you write an addition problem from the story and solve it on a whiteboard or paper.



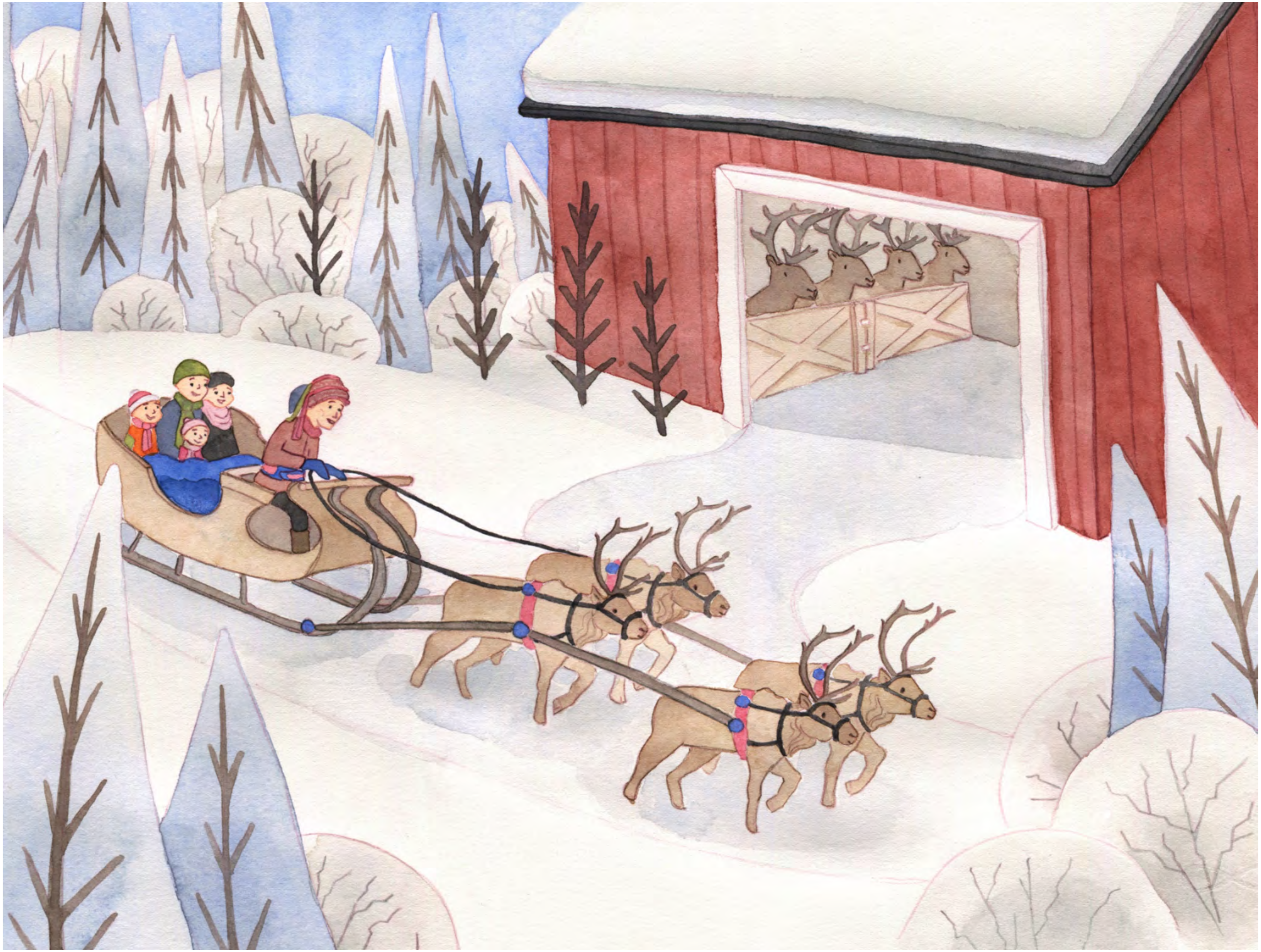
Maria and Helena prepared 4 reindeer to pull the visitors' sleigh and 2 reindeer to pull their own. How many reindeer did they prepare for sleigh rides? Have the child write and solve the problem. Read the underlined section as many times as needed.

Maria and Helena are attaching bells to the reindeer's antlers. Each reindeer has 2 antlers. Each antler has 4 bells on it. How many bells are on each reindeer? Have the child write and solve the problem. Read the underlined section as many times as needed.

The reindeer ate 5 bales of hay on Monday and 6 bales of hay on Tuesday. How many bales did they eat over the 2 days? Have the child write and solve the problem. Read the underlined section as many times as needed.

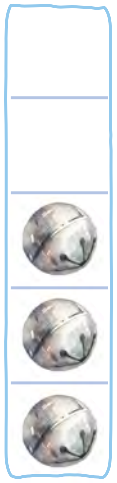
Yesterday, 2 families came for sleigh rides. One sleigh had 3 reindeer, and one had 4 reindeer. How many reindeer did Maria and Helena prepare on that day? Have the child write and solve the problem. Read the underlined section as many times as needed.

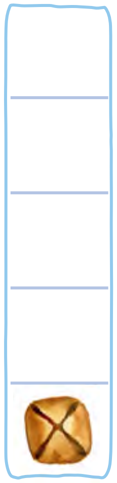
One morning, Maria and Helena bring some carrots to feed the reindeer. Maria has 2 carrots, and Helena has 4 carrots. How many carrots do they have altogether? Have the child write and solve the problem. Read the underlined section as many times as needed.

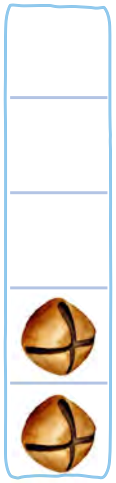


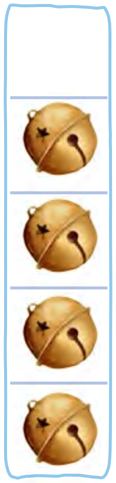
Review

How many more bells are needed to make 5? Write your answer in the purple box.









Add or subtract the cents. Remember the cent sign, and remember to check if it is an addition or subtraction problem.

9¢
- 2¢

6¢
+ 3¢

8¢
- 5¢

4¢
+ 5¢

7¢
- 4¢

5¢
+ 3¢

6¢
+ 2¢

8¢
- 4¢

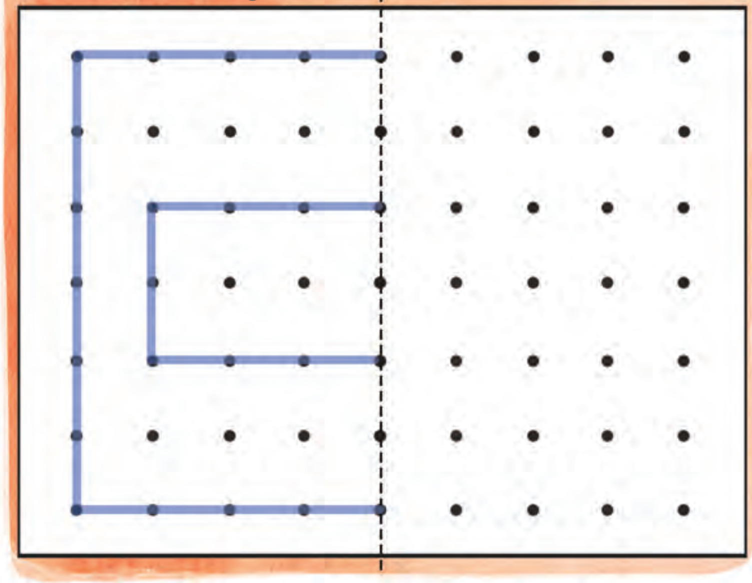
3¢
+ 3¢

2¢
+ 4¢

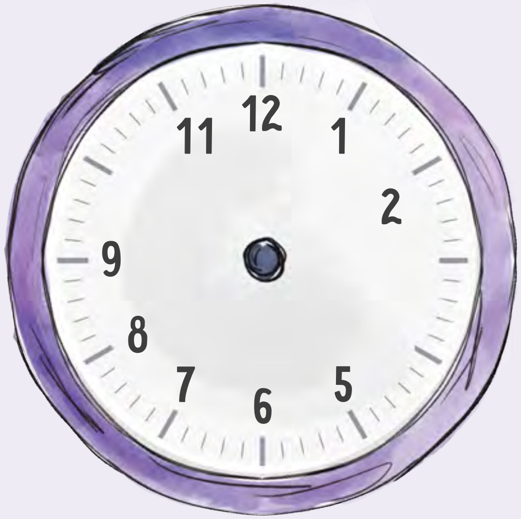
PEG Patterns

Symmetry

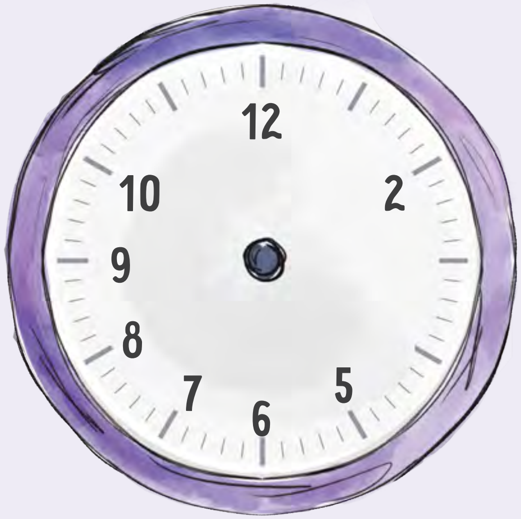
Use a colored pencil to copy the design on the left to the dots on the right.



On each clock fill in the missing numbers and draw the clock hands to show the time given.



9:30



12:00

Lesson
60

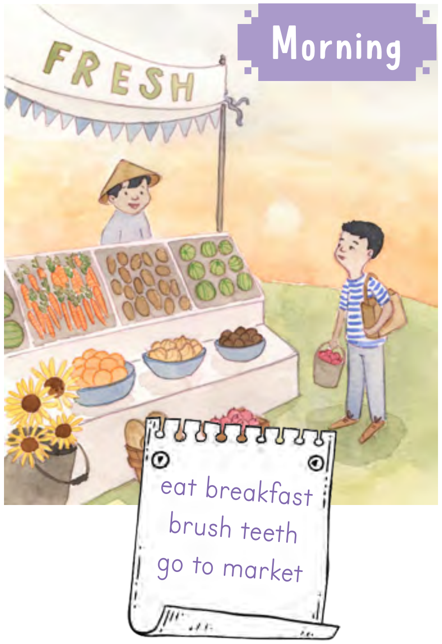
MORNING, AFTERNOON, EVENING, NIGHT

Have the child practice items that are not mastered.

- Count by 10s from 110 to 160.
- Recite a parent's phone number.

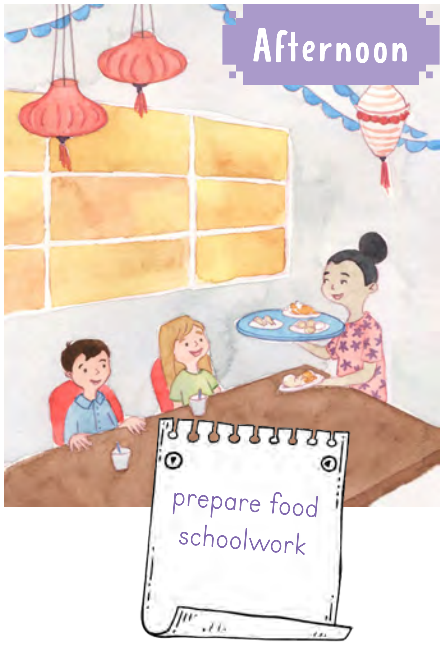
○ Read to the child: Each day can be divided into morning, afternoon, evening, and night. Discuss the activities the child does in the morning, afternoon, evening, and night.

○ Read to the child: The Lee family owns a restaurant, and each member of the family does his or her part to help. Look at the pictures of activities the family does at the different parts of the day. Next to each picture is a schedule of things the Lee family members do at that time of day. Read each list.



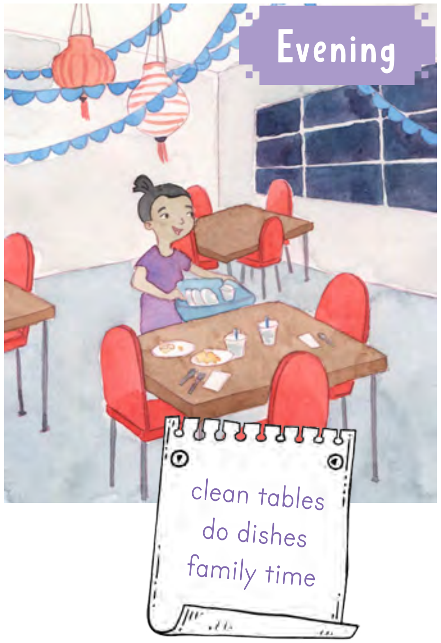
Morning

eat breakfast
brush teeth
go to market



Afternoon

prepare food
schoolwork

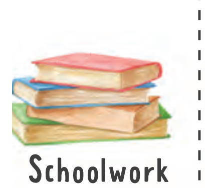


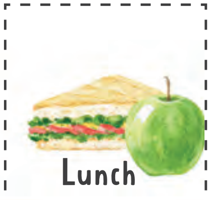
Evening

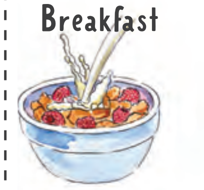
clean tables
do dishes
family time

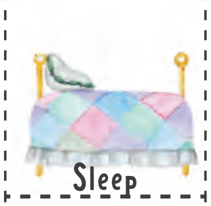
○ With the child discuss what happens in the morning at his or her home (sun rises, wake up, eat breakfast, start homeschool, etc.). Then discuss what happens in the afternoon (eat lunch, the sun moves across the sky, etc.). Then discuss what happens in the evening (eat dinner, sun sets, etc.). Then discuss what happens at night (it's dark, go to bed, etc.).

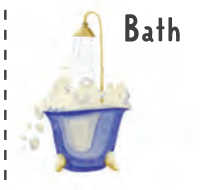
○ While the child completes the subtraction maze at the end of the lesson, cut out the boxes on this page. They will be used for the activity on the next page.

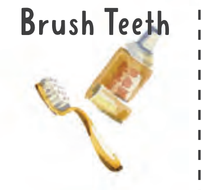


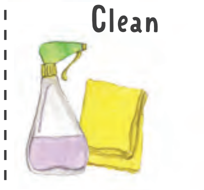


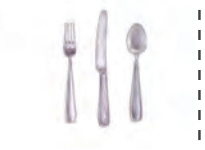


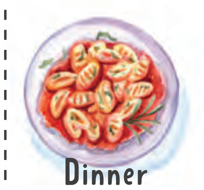


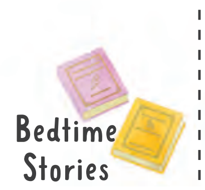


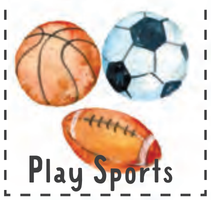


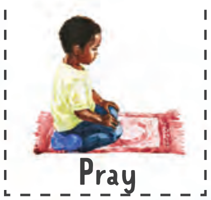












This section is blank for double-sided printing purposes.

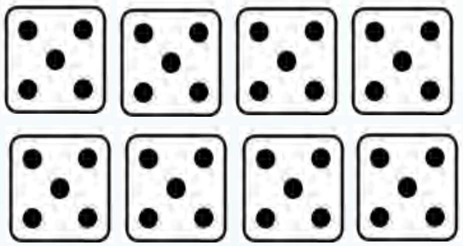
○ Read to the child: Around the world our days can look very different: when we eat, when the sun comes up or goes down, and even when we sleep. What does your day look like? Place the cut-out activities in the columns below: morning for activities you do in the beginning of the day, afternoon for activities in the middle of the day, evening for activities near the end of the day, and night for activities at the end of the day until the next morning. Some activities may work in more than one column.

Morning	Afternoon	Evening	Night

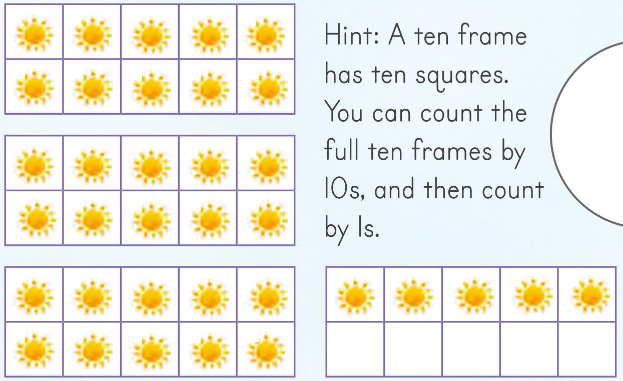
What Number Am I?

○ Read to the child: Use the clues in each box to figure out what number to write in each circle.

Hint: Count by 5s.



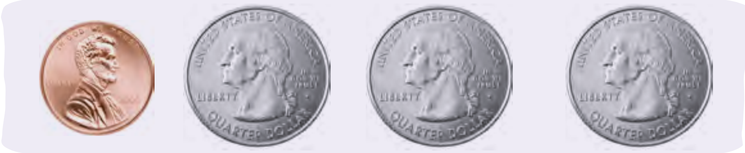
57 59

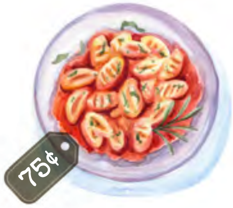


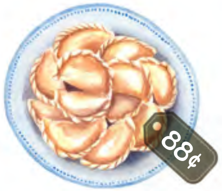
Hint: A ten frame has ten squares. You can count the full ten frames by 10s, and then count by 1s.

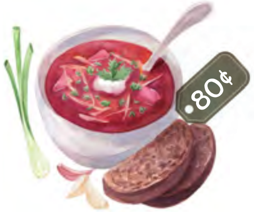
Review

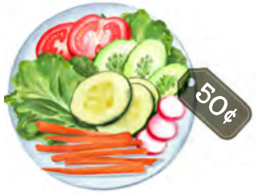
Circle each food item you could buy with the amount of money shown.





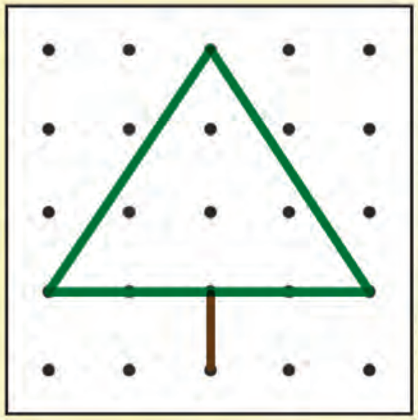


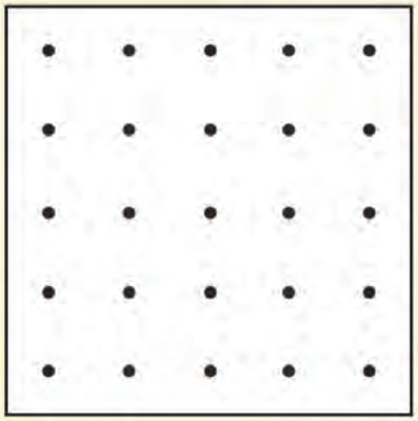




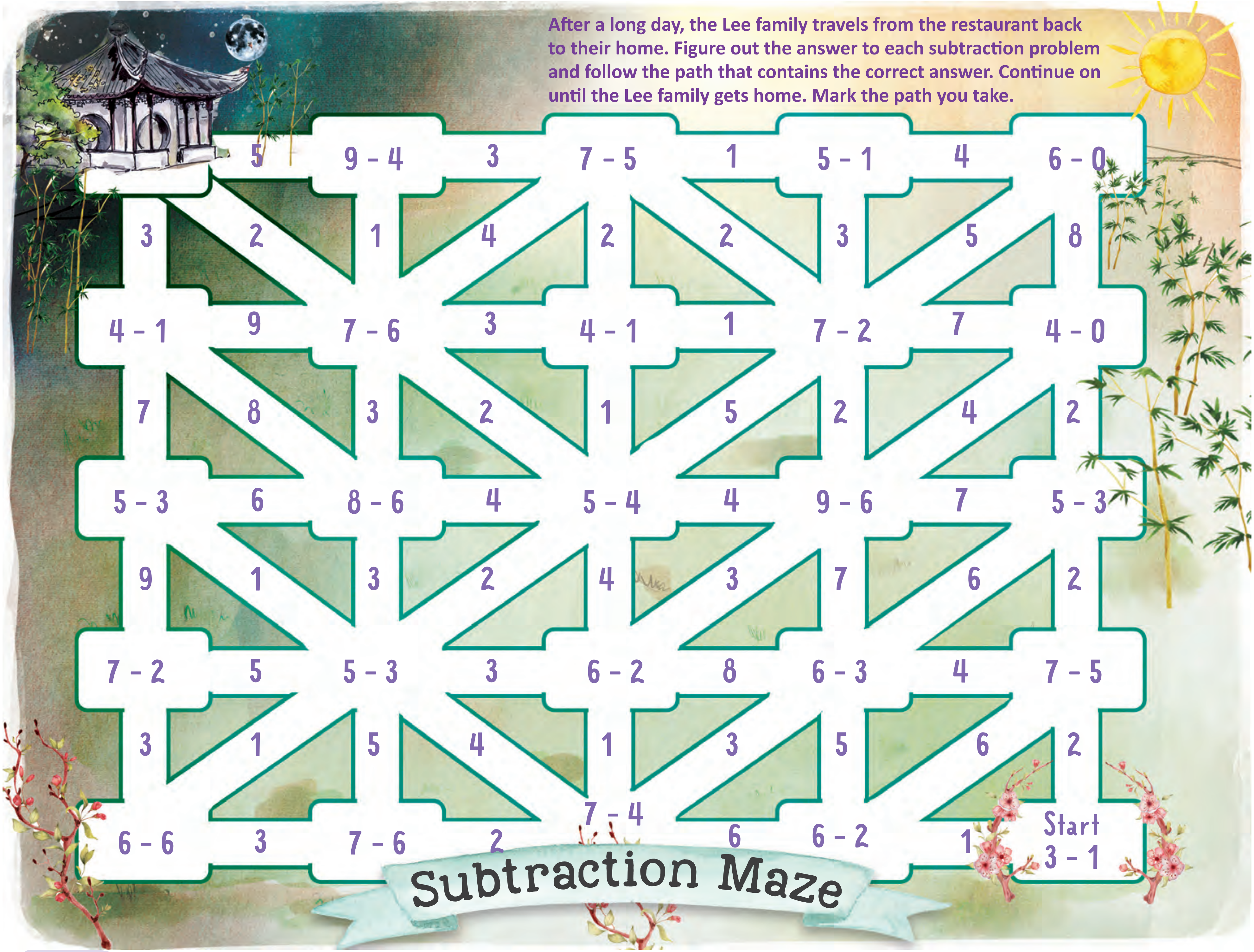
PEG Patterns

Use colored pencils to copy the design on the left to the dots on the right.





After a long day, the Lee family travels from the restaurant back to their home. Figure out the answer to each subtraction problem and follow the path that contains the correct answer. Continue on until the Lee family gets home. Mark the path you take.


5
9 - 4
3
7 - 5
1
5 - 1
4
6 - 0
3
2
1
4
2
2
3
5
8
4 - 1
9
7 - 6
3
4 - 1
1
7 - 2
7
4 - 0
7
8
3
2
1
5
2
4
2
5 - 3
6
8 - 6
4
5 - 4
4
9 - 6
7
5 - 3
9
1
3
2
4
3
7
6
2
7 - 2
5
5 - 3
3
6 - 2
8
6 - 3
4
7 - 5
3
1
5
4
1
3
5
6
2
6 - 6
3
7 - 6
2
7 - 4
6
6 - 2
1
Start
3 - 1

Subtraction Maze

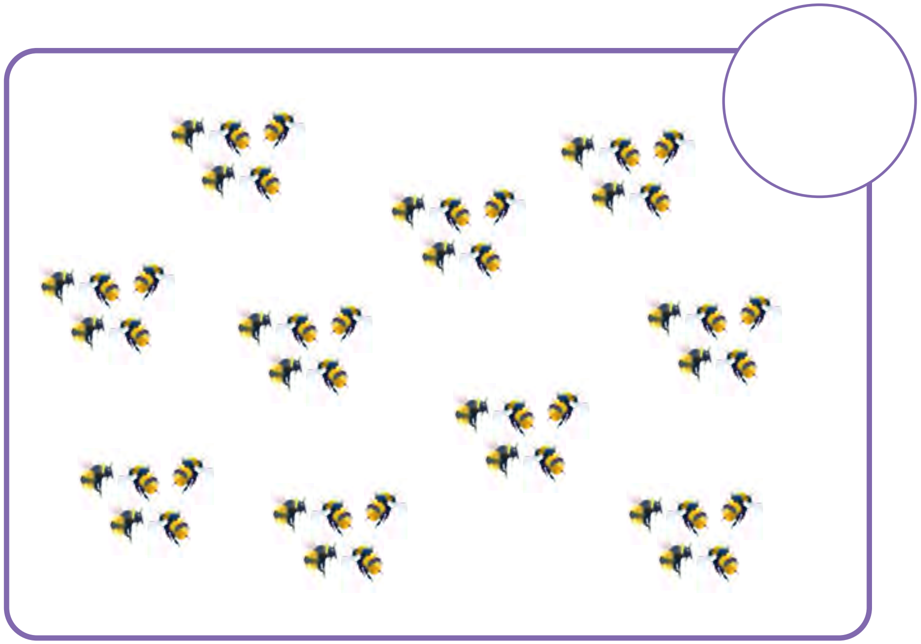
Lesson
61

TALLY MARKS TO 50

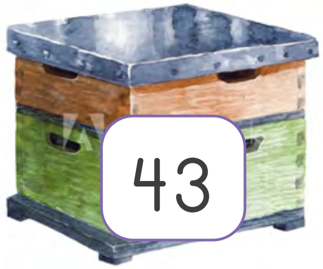
Have the child practice items that are not mastered.

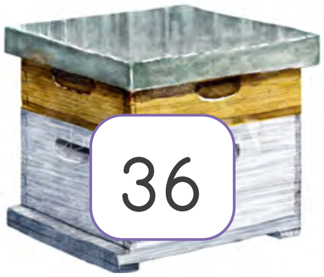
- Count by 25s from 25 to 100.
- Write all the odd numbers from 51 to 59.
- Count backward from 20 to 1.

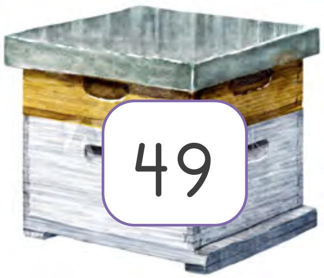
○ Take out a whiteboard. Read to the child: It takes many bees doing a lot of work to produce a small amount of honey. In the process bees also pollinate flowers, helping them produce fruits and vegetables. The Abara family in West Africa are beekeepers. Today, they need your help to collect data. The bees below are in groups of five. Draw tally marks on your whiteboard to match the number of bees, and then count the tally marks. In the blank circle, write the total number of bees.

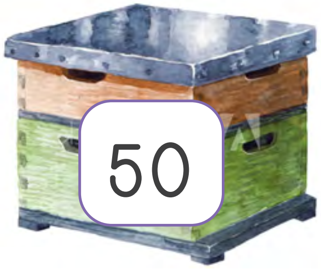


○ Read to the child: Each hive shows how many pounds of honey it produced in one year. Draw tally marks on the whiteboard to match the number of pounds the lowest-producing hive produced.

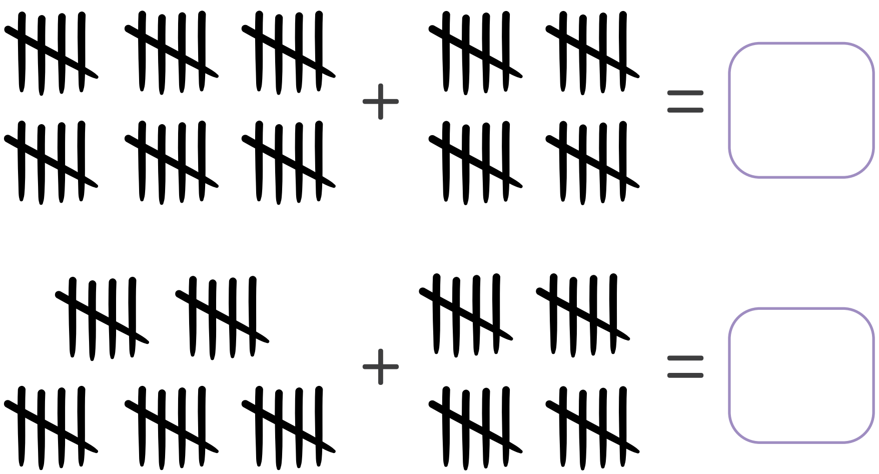








○ Read to the child: Count the tally marks, write the numbers on a whiteboard, and then add. Write the sums in the boxes below.



Review

Write the missing numbers, counting backward from 20.

20		18				14			11
				6			3		

Write the numbers that are one less and one more than the given numbers.

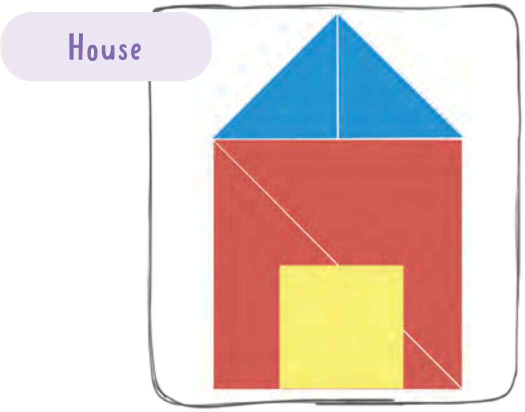
39

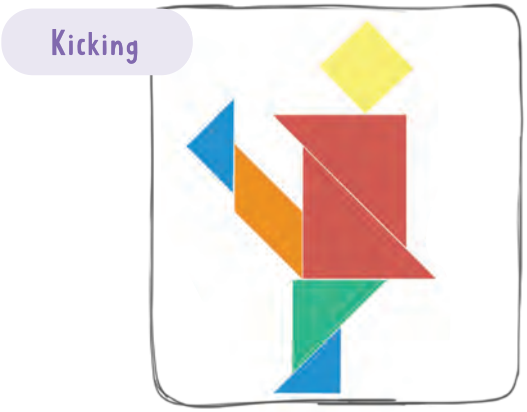
36

33

30

Use the shapes from the math box to re-create the images. You may need to stack one of the shapes on top of others.


House


Kicking

Complete each problem.

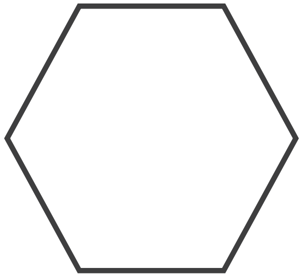
$$\begin{array}{r} 42 \\ +31 \\ \hline \end{array} \quad \begin{array}{r} 53 \\ +31 \\ \hline \end{array} \quad \begin{array}{r} 25 \\ +44 \\ \hline \end{array} \quad \begin{array}{r} 40 \\ +30 \\ \hline \end{array} \quad \begin{array}{r} 52 \\ +13 \\ \hline \end{array} \quad \begin{array}{r} 65 \\ +\ 3 \\ \hline \end{array} \quad \begin{array}{r} 43 \\ +\ 6 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ +\ 6 \\ \hline \end{array}$$

Lesson
62

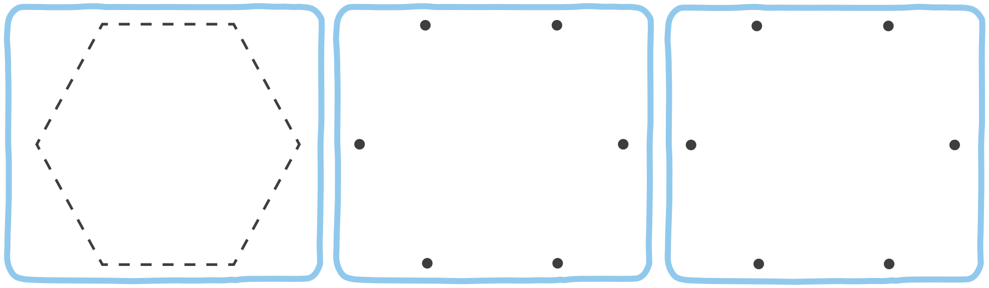
HEXAGONS

Have the child practice the activity if not mastered.

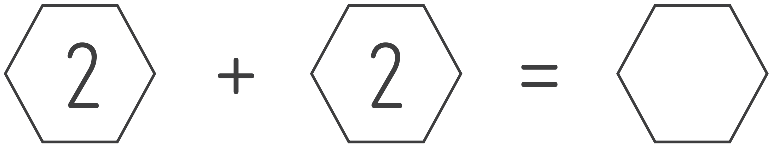
Take the blue clocks from the math box and say the time on each. Then put the clocks in order from the earliest to the latest time, assuming all the times are in the morning.



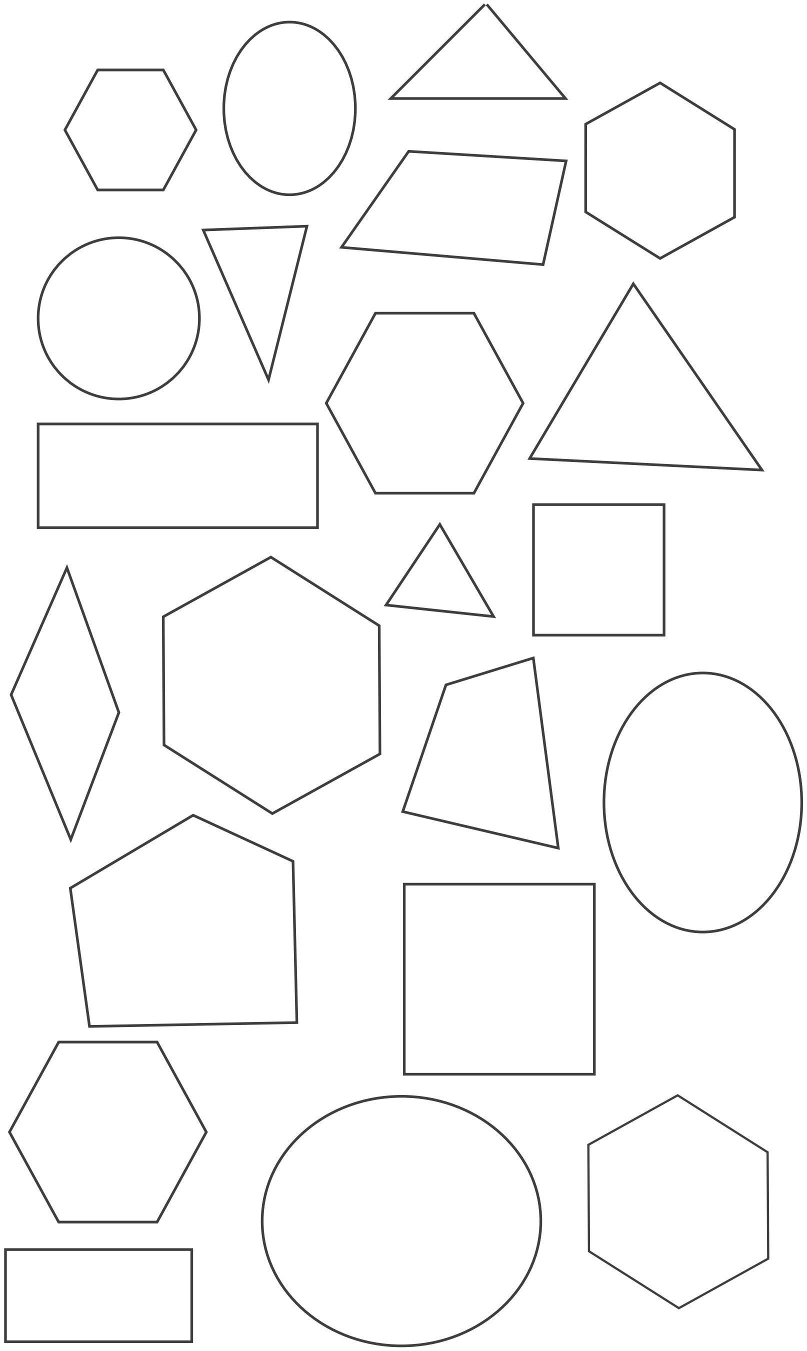
○ **Point to the hexagon and read to the child:** This is a hexagon. Point to each side and count. How many sides does it have? [6] In the boxes below, practice drawing a hexagon shape. Start with tracing the shape in the first box. It needs to have six straight sides. Next, connect the dots with straight sides two times.



○ **Read to the child:** Write the answer to the addition problem in the empty hexagon.

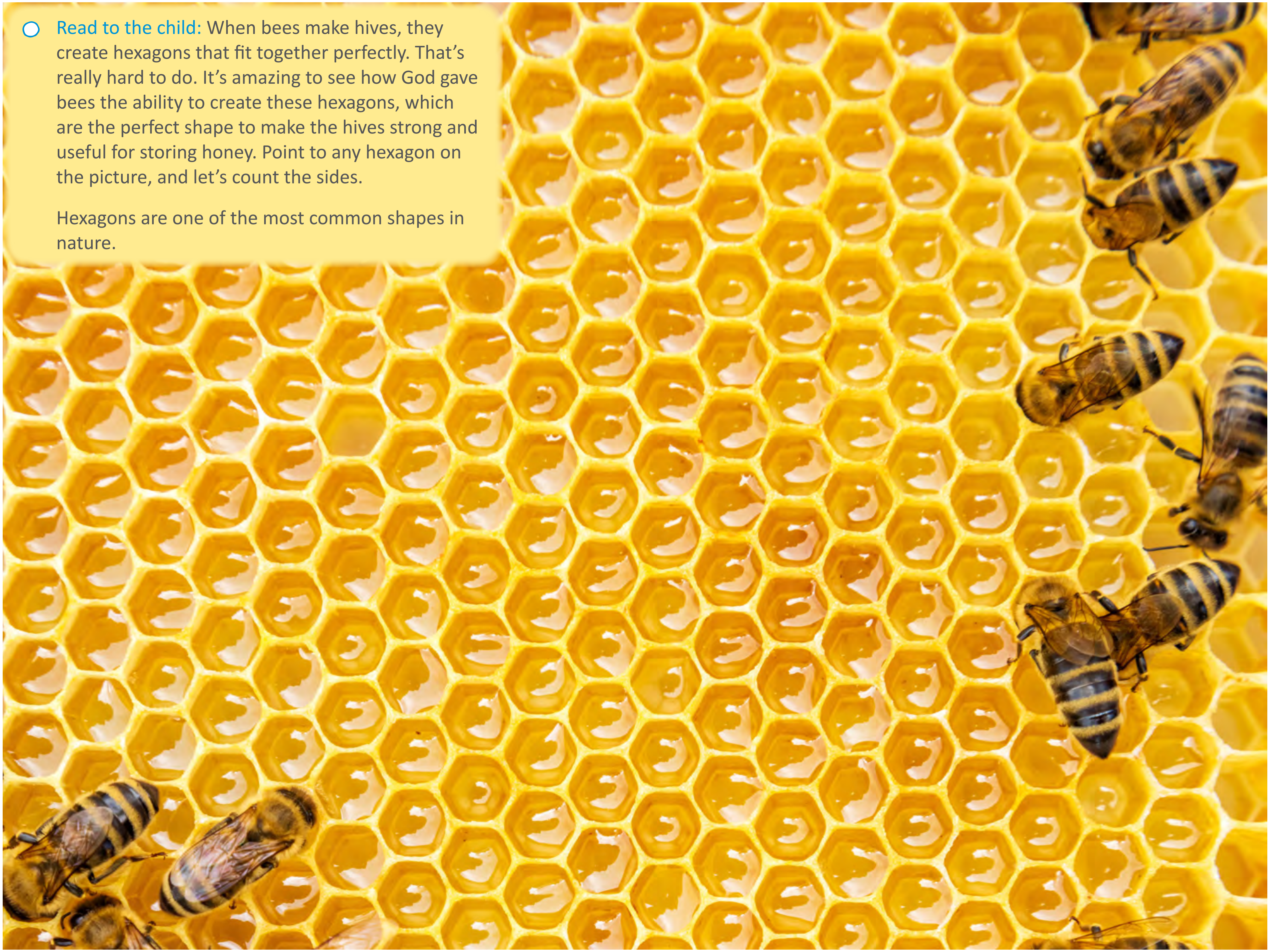


○ **Read to the child:** Color the hexagons below.



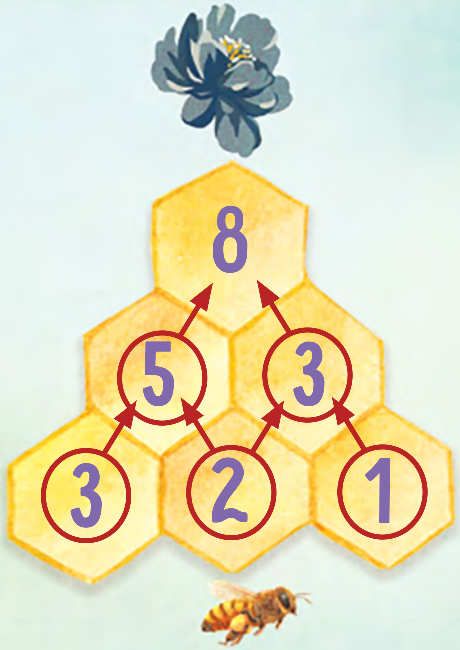
○ Read to the child: When bees make hives, they create hexagons that fit together perfectly. That's really hard to do. It's amazing to see how God gave bees the ability to create these hexagons, which are the perfect shape to make the hives strong and useful for storing honey. Point to any hexagon on the picture, and let's count the sides.

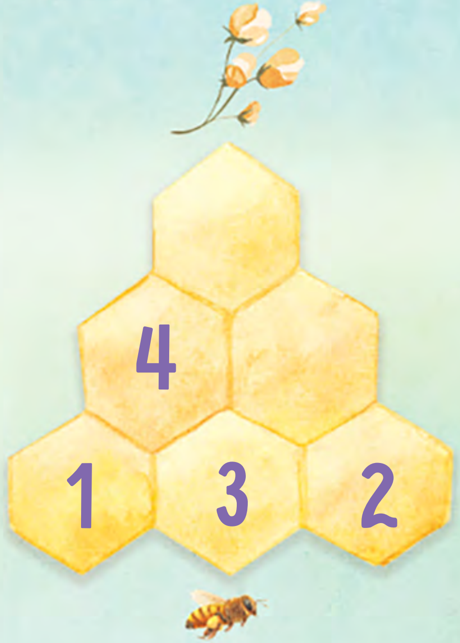
Hexagons are one of the most common shapes in nature.

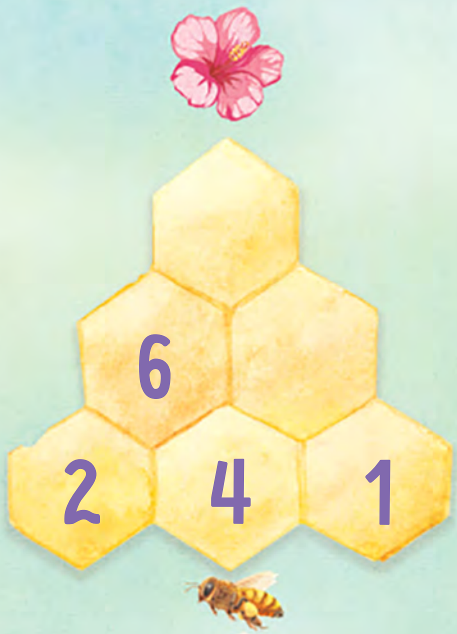


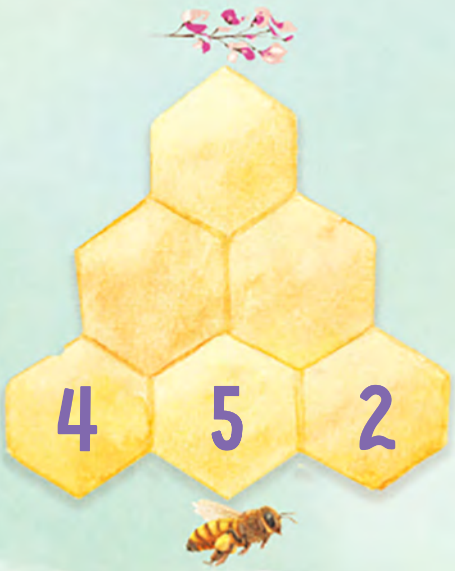
Review

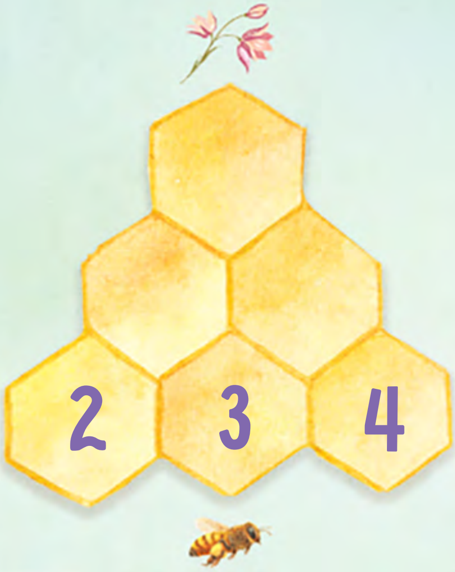
Help each bee get over the honeycomb to reach the flower. Add two numbers that are side by side and write the answer in the hexagon above them. Continue until you reach the flower. The first one is done for you.

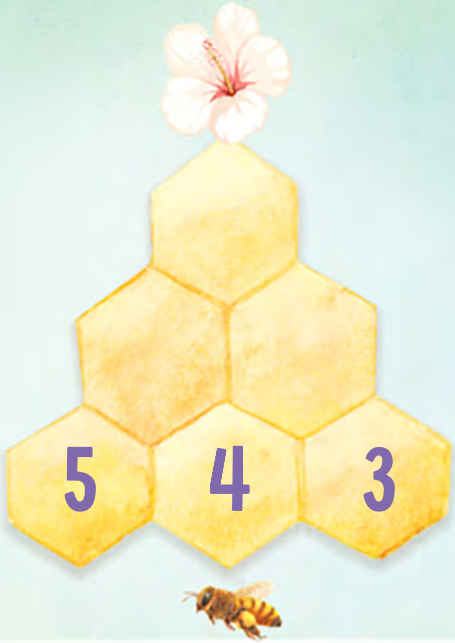












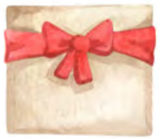
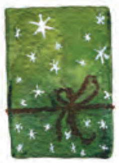
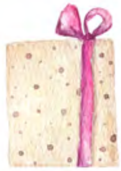
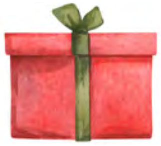
Lesson
63

ONE-HALF AND ONE-FOURTH

Have the child practice the activity if not mastered.

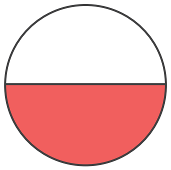
Say how many months are in a year and give their names.

○ Note: Fractions are introduced in one lesson of Math 1 for exposure. Read to the child: The girl on this page is Erica. This week she is helping her mom wrap gifts for children who are in the hospital over the holidays. When she puts a bow on a package, it divides (or splits) the package into two parts. If the bow is right in the middle, the two parts are halves because they are equal sizes, which means the same size. Point to the one package with a bow that divides the box into two halves. Help the child determine if the parts are equal on each side of the bow.

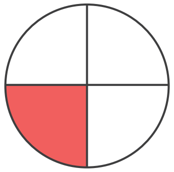





○ Read to the child: Think of a whole circle. If you cut it across the middle, the circle is divided into two halves, and each half is a fraction of the whole. A ***fraction*** is part of a whole.

Point to the circle at the right. Look at the circle. It is divided equally into two parts. Each of these parts is half of the circle. One-half of the circle is shaded. Point to the fraction $\frac{1}{2}$. This is how we write the fraction one-half. Fractions have two numbers with a line between them. The bottom number tells us how many equal parts make one whole. That's why the bottom number is 2, because the circle is divided into two parts. The top number tells us how many parts are shaded or being set apart. Only one part is shaded, so the top number is 1.



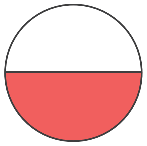
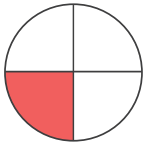
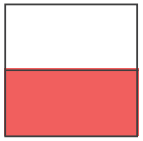
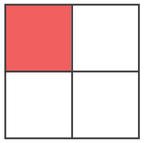
$\frac{1}{2}$



$\frac{1}{4}$

Point to the circle at the left. Look at this circle. It is divided into four equal parts, and one of the four parts is shaded. Point to the fraction $\frac{1}{4}$. This is how we write the fraction one-fourth. As we just learned, fractions have two numbers with a line between the numbers. The bottom number tells how many equal parts make one whole. Can you see that the circle is divided equally into four parts, so the bottom number is 4? The top number tells how many parts are shaded or set apart. Do you see that only one part is shaded? So the top number is 1.

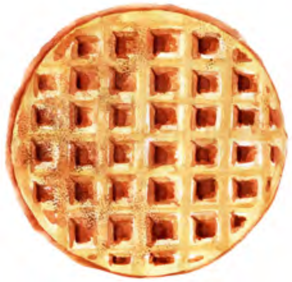
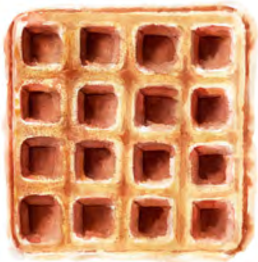
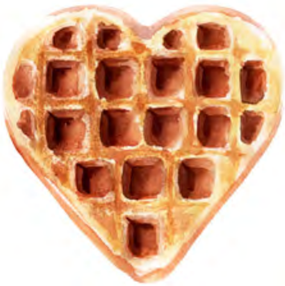
○ Read to the child: Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.

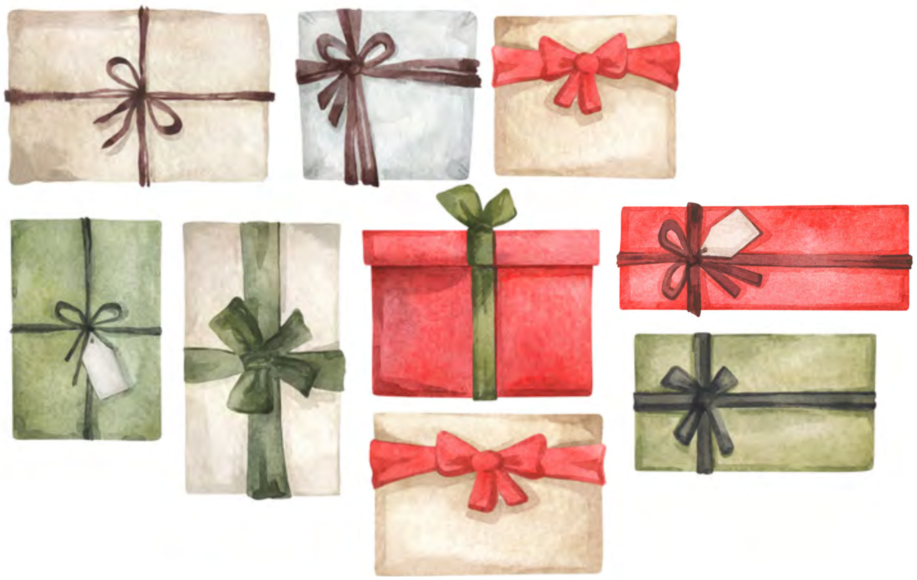
____ ____ ____ ____

○ **Read to the child:** Erica and her mom took a break for lunch. Erica's mom made waffles. Look at the shapes she made. They decided to cut each waffle in half and share them.

With your pencil, draw a line on each waffle that cuts it in half.

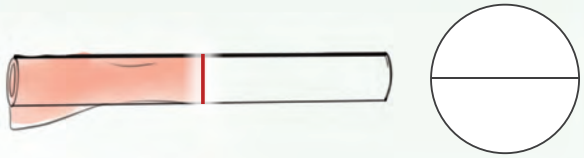
○ **Read to the child:** Look at all the presents Erica and her mom are taking to the hospital. Circle the presents that have ribbons dividing the present into four equal parts.



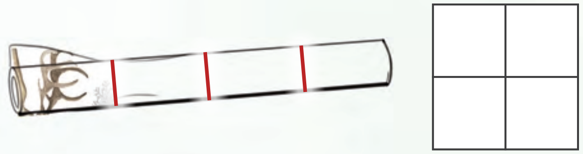
Wrapping Up FRACTIONS

○ **Read to the child:** Color in the sections on the circle or square that match the fraction. Remember that the number on top shows the number of sections shaded.

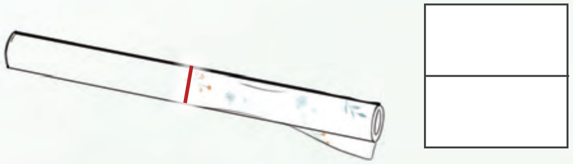
$\frac{1}{2}$



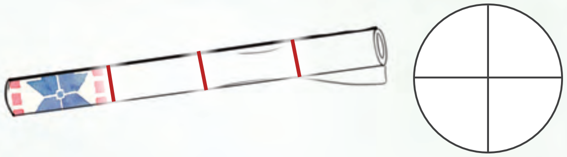
$\frac{1}{4}$



$\frac{1}{2}$



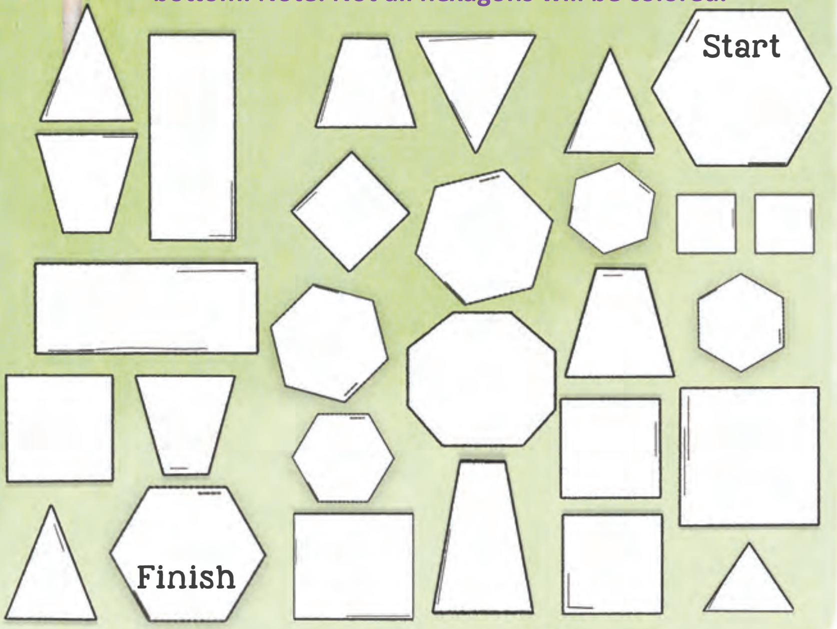
$\frac{1}{4}$



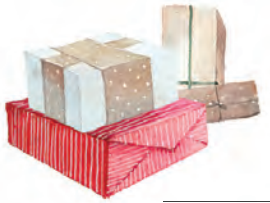
Review

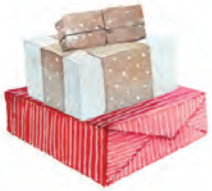
Hexagon Highway

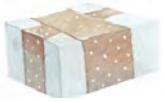
Color the hexagons to find a road from the top to the bottom. Note: Not all hexagons will be colored.

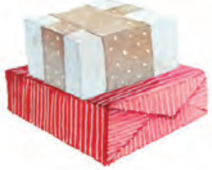


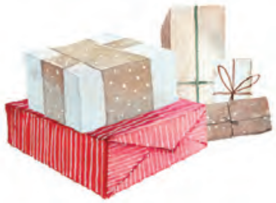
Write the number word that shows the number of gifts in each pile.











Complete each problem.

$$\begin{array}{r} 53 \\ +\ 42 \\ \hline \end{array} \quad \begin{array}{r} 23 \\ +\ 14 \\ \hline \end{array} \quad \begin{array}{r} 53 \\ +\ 30 \\ \hline \end{array} \quad \begin{array}{r} 23 \\ +\ 33 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ +\ 34 \\ \hline \end{array} \quad \begin{array}{r} 44 \\ +\ 2 \\ \hline \end{array} \quad \begin{array}{r} 32 \\ +\ 6 \\ \hline \end{array} \quad \begin{array}{r} 93 \\ +\ 6 \\ \hline \end{array}$$

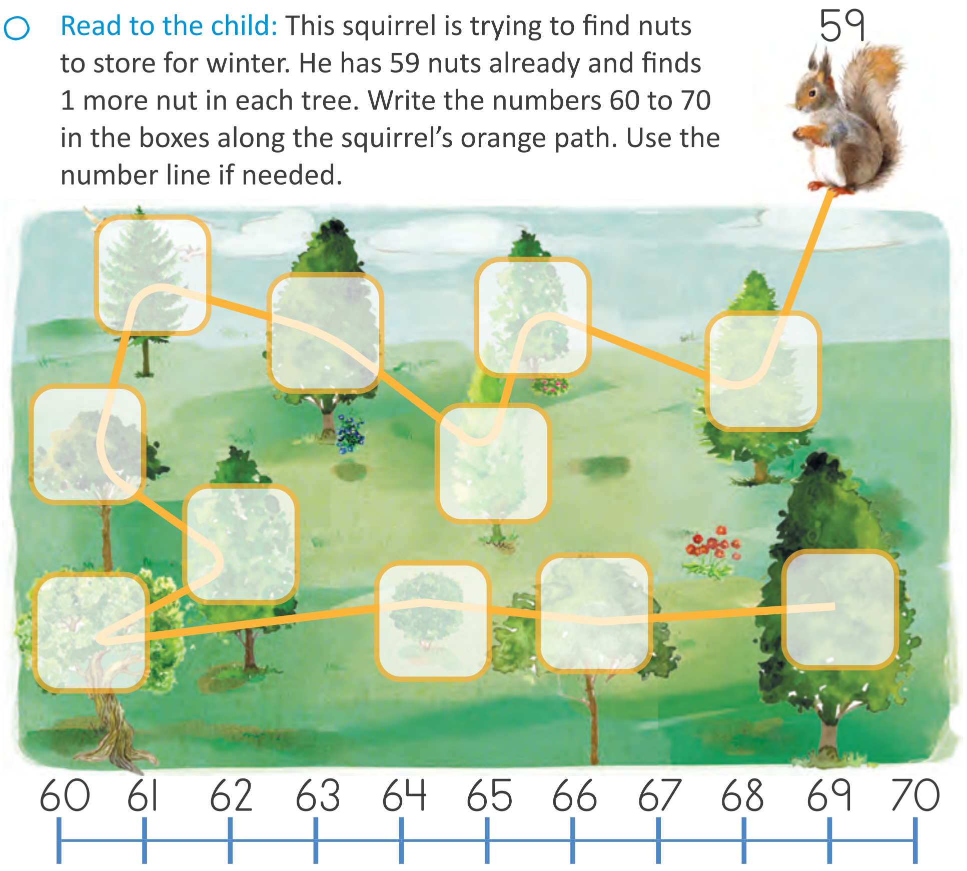
Lesson 64

WRITING NUMBERS 60 TO 70

Have the child practice items that are not mastered.

- List all the odd numbers from 0 to 10.
- Count by 5s from 30 to 70.
- Recite a parent's phone number.
- Spell FOUR, FIVE, and SIX aloud.

○ Read to the child: This squirrel is trying to find nuts to store for winter. He has 59 nuts already and finds 1 more nut in each tree. Write the numbers 60 to 70 in the boxes along the squirrel's orange path. Use the number line if needed.

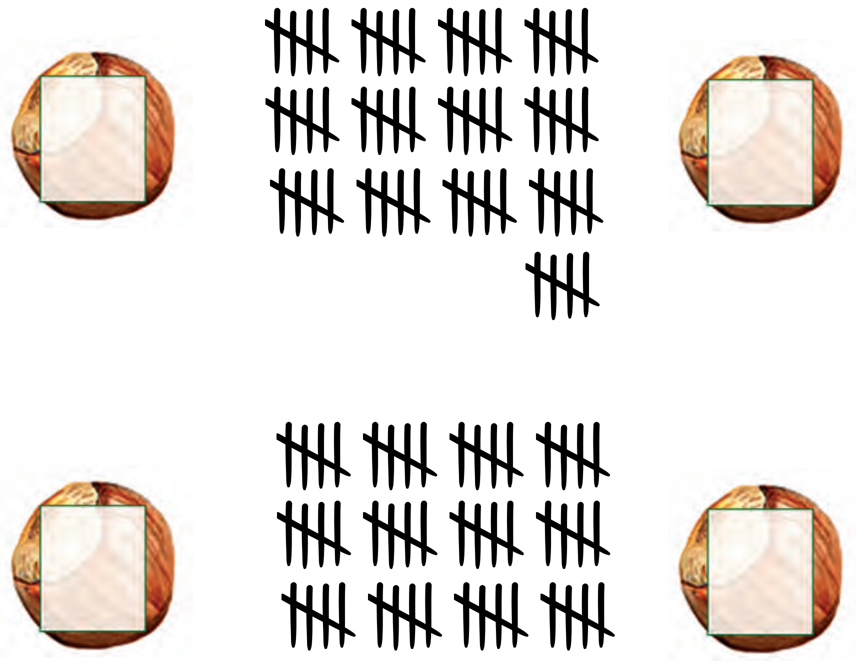


Land on the Number

○ Take the left/right dice and a dime from the math box. Read to the child: Let's do an activity called "Land on the Number." On the whiteboard write a number between 60 and 65. Place the dime on "Start." Roll the left/right dice and move left or right one space, according to what the dice shows. You can roll up to three times. If you land on the number you wrote on the whiteboard within three rolls, you win. Repeat several times, choosing a different number each time.

60	61	62	Start	63	64	65

○ Read to the child: Write one number less and one number more than the number shown with tally marks. Count by 5s to count the tally marks.

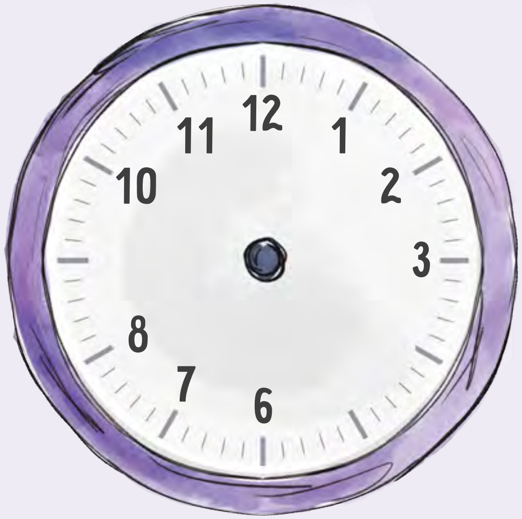


Review

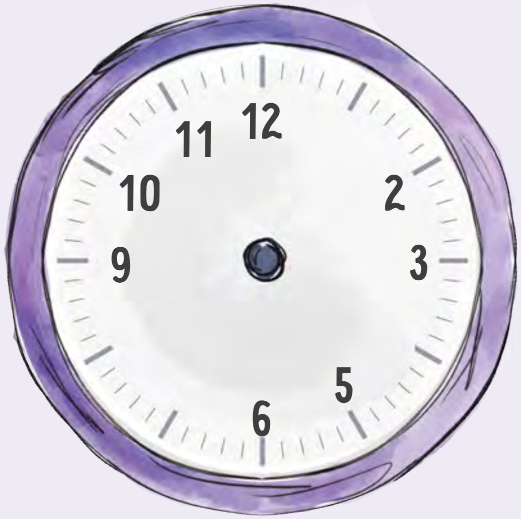
Add or subtract the cents. Include the cent sign with your answer. Don't forget to check whether it is an addition or subtraction problem.

9¢ - 2¢	6¢ + 3¢	8¢ - 5¢	4¢ + 5¢
5¢ + 3¢	6¢ + 2¢	8¢ - 4¢	3¢ + 3¢

On each clock fill in the missing numbers and draw the clock hands to show the time given.

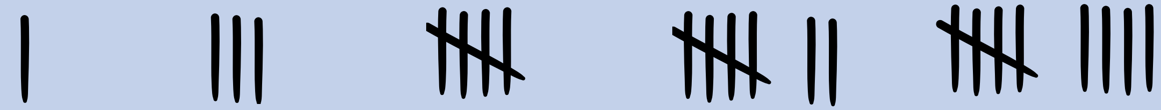


12:30



2:00

Each pattern below is increasing by a certain amount. Continue each pattern on the two spaces provided.



______ ______

2 + 1   2 + 2   2 + 3   2 + 4   2 + 5   ______ ______

2   4   6   8   10   ______ ______

Lesson 65

COUNTING BY 2s to 70

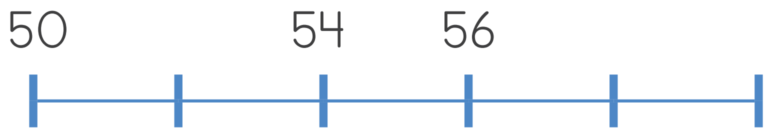
Have the child practice items that are not mastered.

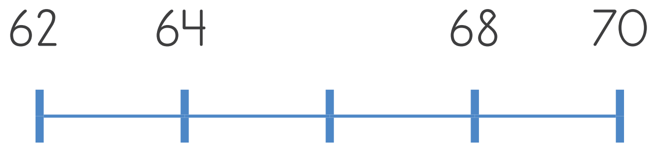
- List all the even numbers from 0 to 10.
- Count by 5s from 30 to 50.
- Recite a parent's phone number.
- Take the left/right dice from the math box. Roll the dice and point left or right, according to what was rolled. Repeat several times.
- Count from 280 to 300.

○ Read to the child: Find the number 2 on the chart below. We are going to count by 2s from 2 to 60. Using the chart, skip a number and say every other number aloud. Repeat two times.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

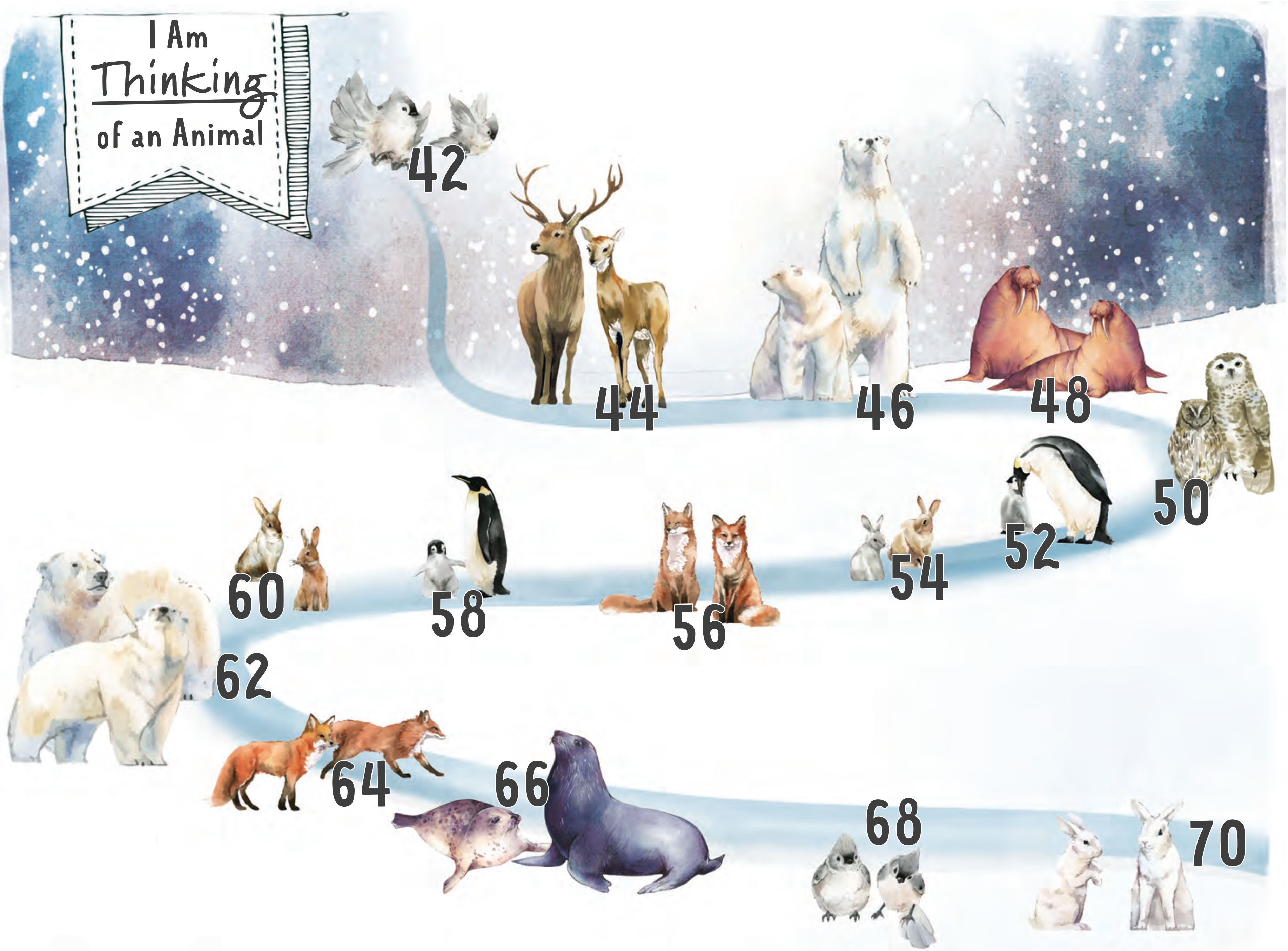
○ Read to the child: The number lines below count by 2s from 50 to 70. Write in the numbers that are missing. Remember to count by 2s.





○ Take two dimes from the math box. Read to the child: On the next page, we are going to play a game called "I Am Thinking of an Animal." I am going to write down a number between 42 and 70, like the numbers on the animals. Place the dimes on two different animal pairs whose numbers you think I might have written down. Then you will start at the top of the path and count down by 2s. When you reach the animal I chose, I will say, "That's my animal!" If there is a dime on it, then you win. We will play again, but this time you will write down the number, and I will put the dimes on the animals. We will play as long as we want.

I Am Thinking of an Animal


42
44
46
48
50
52
54
56
58
60
62
64
66
68
70

Review

Fill in the missing numbers, counting backward from 20.

20		18				14			11
				6			3		

Write the number between the two numbers shown.

68 ☐ 70

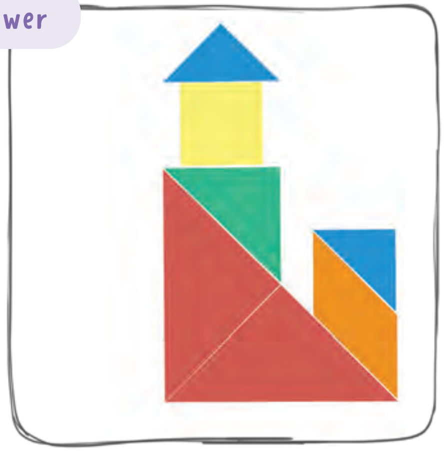
65 ☐ 67

59 ☐ 61

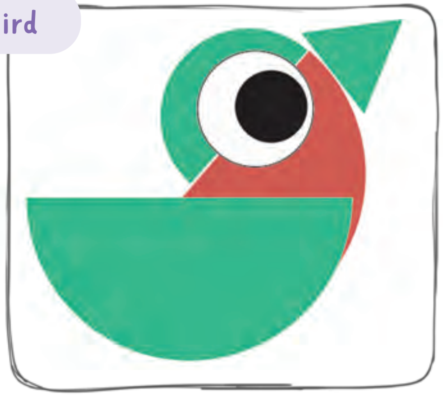
63 ☐ 65

Use the shapes from the math box to re-create the images.

Tower



Bird



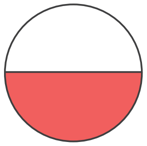
Complete each problem.

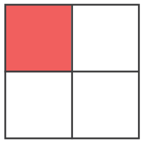
$\begin{array}{r} 56 \\ +\ 21 \\ \hline \end{array}$

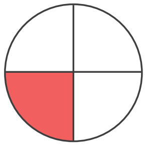
$\begin{array}{r} 47 \\ +\ 11 \\ \hline \end{array}$

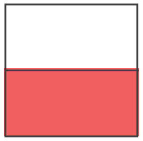
$\begin{array}{r} 54 \\ +\ 14 \\ \hline \end{array}$

Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.









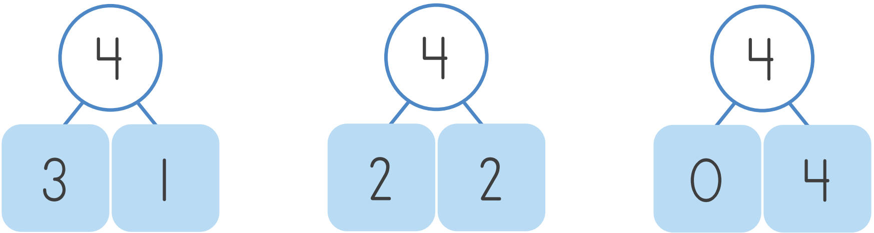
Lesson
66

NUMBER BONDS: PART 1

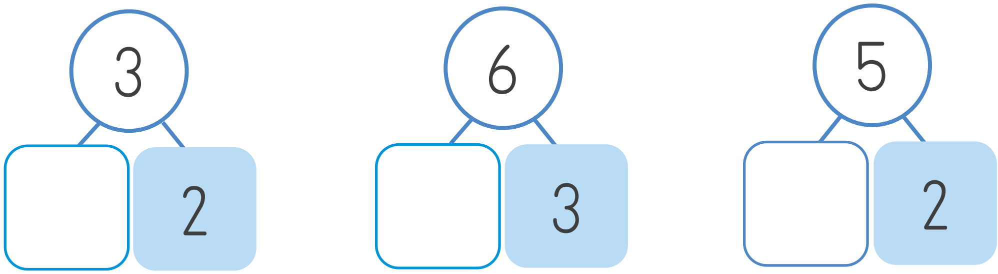
Have the child practice items that are not mastered.

- List all the even numbers from 0 to 10.
- Count by 5s from 50 to 80.
- Recite a parent's phone number.
- Spell FOUR, FIVE, and SIX aloud.

○ Read to the child: On this page are number bonds, which show how a number (on top) can be broken into parts (below). Look at these three ways 4 can be broken into parts. Point to the first number bond: 3 and 1 added together make 4. Point to the second number bond: 2 and 2 added together make 4. Point to the third number bond: 0 and 4 together make 4.

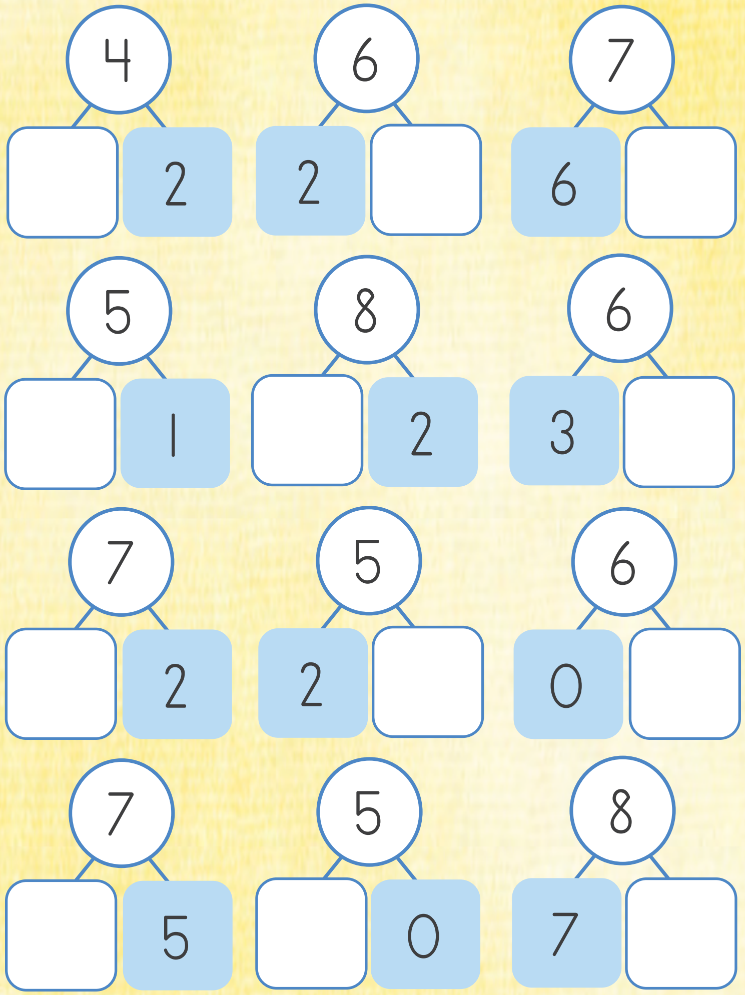


○ Read to the child: Write the missing numbers on the number bonds.



Number Bond Bounce

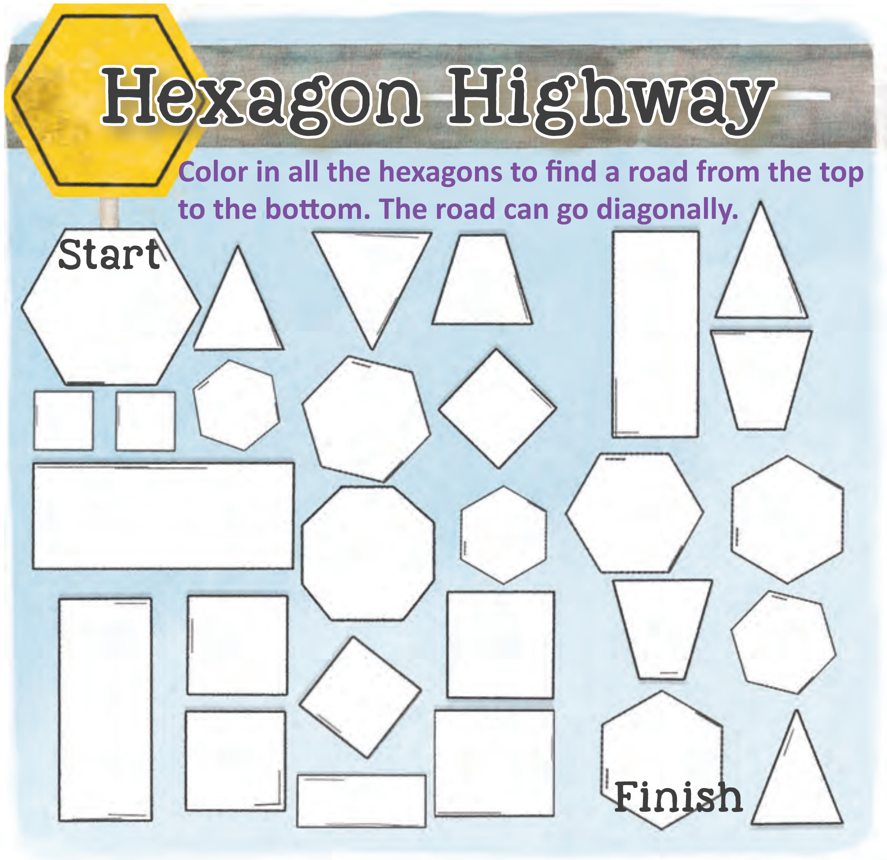
○ Take the 1–6 dice from the math box and gather two colored pencils. Read to the child: You roll the dice. If the number you rolled can complete any number bond, "bounce" over to that number bond and, using a colored pencil, write the number in the blank spot. If there are no places you can write, or after you write your number, your turn is over. I will do the same using a different colored pencil. When all the blank spots are filled, the game is over. The person with the most numbers in his or her color wins.



Review

Hexagon Highway

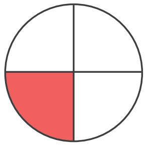
Color in all the hexagons to find a road from the top to the bottom. The road can go diagonally.

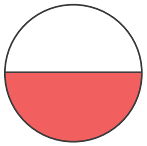


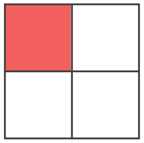
Add or subtract the cents. Include the cent sign with your answer.

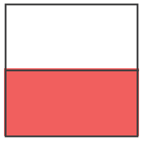
9¢	6¢	8¢	4¢
− 2¢	+ 3¢	− 5¢	+ 5¢

Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.









Fill in the missing numbers, counting by 2s.

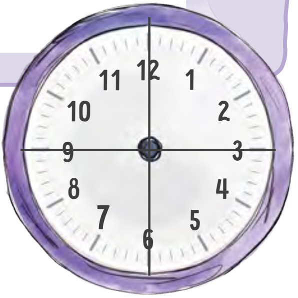
32		36				44			50
52	54		58		62		66		

Lesson
67

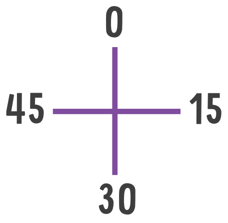
TELLING TIME TO THE QUARTER HOUR

Have the child practice items that are not mastered.

- Count by 25s from 25 to 100.
- Point to the right. Point to the left.
- Count from 290 to 320.



○ Take the yellow clocks from the math box. Read to the child: Look at the clock at the right. How many sections is it divided into? [4] Each section is a fraction of the clock. One section is $\frac{1}{4}$. Another way to say $\frac{1}{4}$ is "one quarter." Each quarter on a clock is 15 minutes.



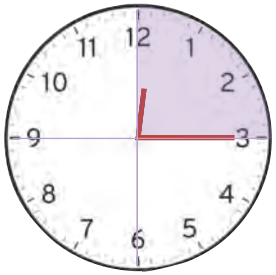
Find a yellow clock manipulative that has the minute hand pointing to the 3. When the minute hand points to the 3, it is a quarter after the hour, or 15 minutes after the hour.

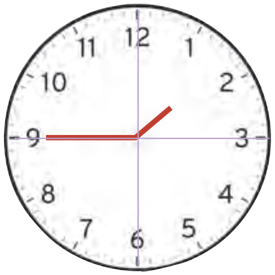
Find a yellow clock that has the minute hand pointing to the 6. When the minute hand points to the 6, it is 30 minutes after the hour. Find a yellow clock that has the minute hand pointing to the 9. When the minute hand points to the 9, it is 45 minutes after the hour. When the minute hand points to the 12, 60 minutes have passed, and it is the beginning of a new hour.

○ Take out the clock with movable hands from the math box. Read to the child: Show the following times on the clock.

12:15	2:45	7:15	6:45

○ Read to the child: First, color the quarter hours that have passed. If the minute hand points to the 3, as in the example, you color the quarter from 12 to 3. If it points to the 6, you color the quarters from 12 to 6, and so on. Second, write the time below the clock. The first one has been completed as an example.


12:15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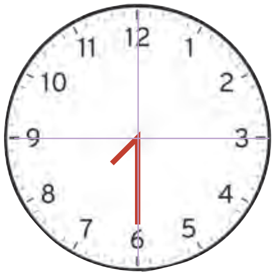
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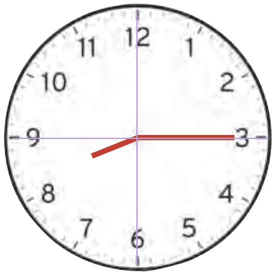
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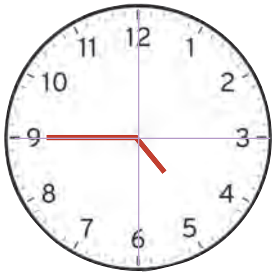
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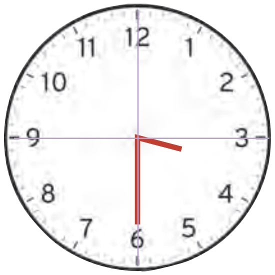
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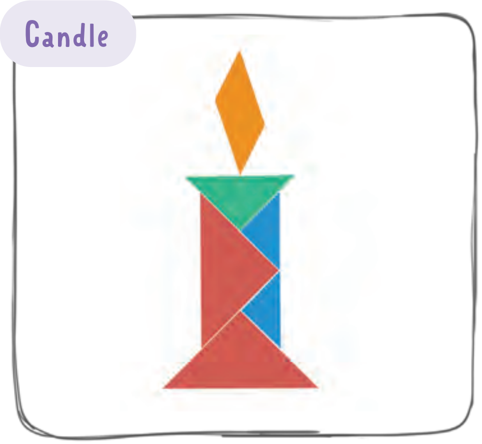
○ Have the child set the clock with movable hands to the times below:

3:15	12:45	5:15
9:45	10:30	8:45

Review

Use the shapes from the math box to re-create the image.



Complete each problem.

25	36	46	33	14
+ 21	+ 23	+ 22	+ 23	+ 14

Making Ten

Using two colors, fill in the white blocks below. Then write an equation on the purple boxes. The first one is completed as an example. Use different combinations of numbers each time.

4 + 6 = 10

🟩	🟩	🟩	🟩	🟨	🟨	🟨	🟨	🟨	🟨

+ =

+ =

+ =

Lesson
68

PENNIES, NICKELS, AND DIMES: PART 3

Have the child practice items that are not mastered.

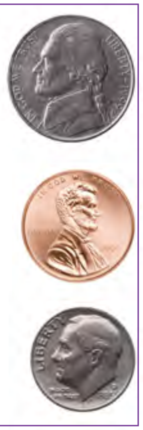
- Watch the video titled "How to Spell Numbers 1, 2, 3" one or more times.
- Say what day of the week it is today. What day of the week was it yesterday? What day will it be tomorrow? One week from today? Two weeks from today?
- Count by 10s from 10 to 200.

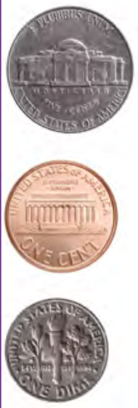
○ Take 5 pennies, 5 nickels, and 5 dimes from the math box. Read to the child: Let's review the value of pennies, nickels, and dimes. Pick up a penny and tell me how many cents it is worth. Pick up a nickel and tell me how many cents it is worth. Pick up a dime and tell me how many cents it is worth. Point out the cent sign below. Have the child match each coin to its name and value.

1¢

10¢

5¢





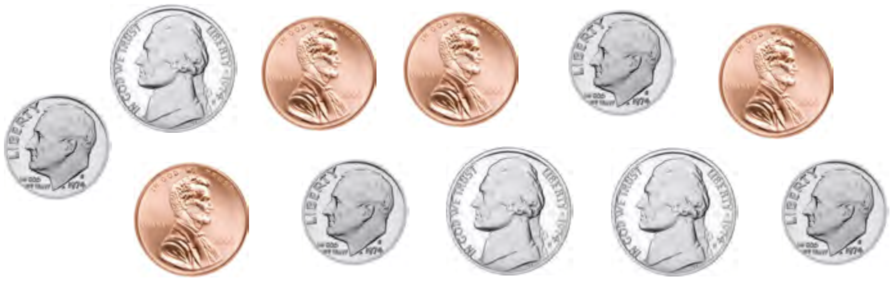
Dime

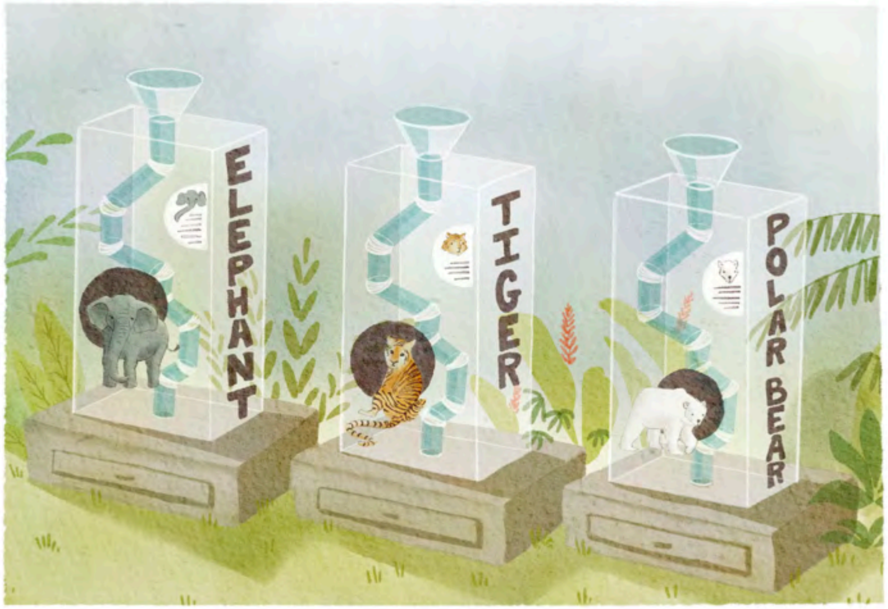
Nickel

Penny

○ Have the child give you the following amounts, using the fewest coins: 8¢, 13¢, 20¢, 12¢, 15¢, 9¢.

○ Read to the child: Coins may not seem like a lot, but little by little, coins can add up. Many zoos accept coins in donation boxes like the ones pictured below. When many people give a little, it can make a big difference with things like helping endangered animals. Let's suppose you are donating to help endangered animals. Decide how much to donate for each animal. Circle coins for the tiger in orange, for the polar bear in blue, and for the elephant in green. Then add up the amount you donated to each animal and write it in the purple boxes below.

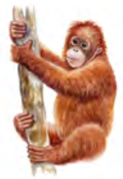




Review

Write the word for the number of animals in each image.

one two three



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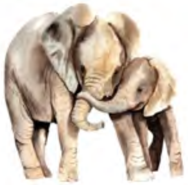

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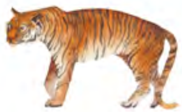

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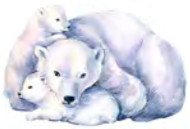

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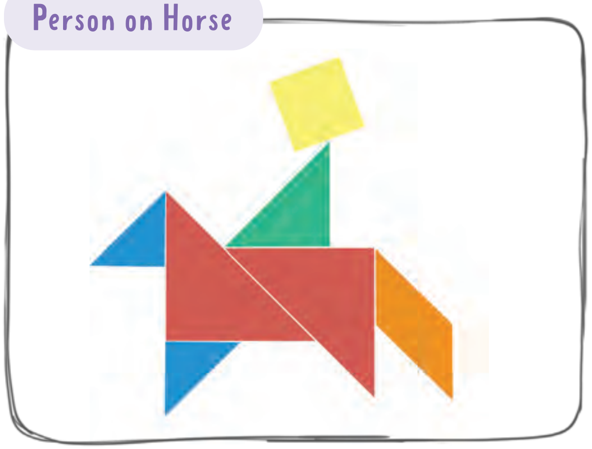
Use the shapes from the math box to re-create the image.

Person on Horse



Complete each problem.

12 - 2 = ☐

18 - 1 = ☐

19 - 2 = ☐

5 + 3 = ☐

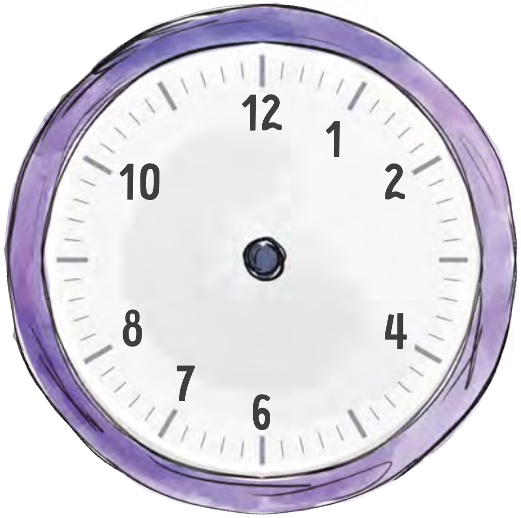
4 + 3 = ☐

3 + 3 = ☐

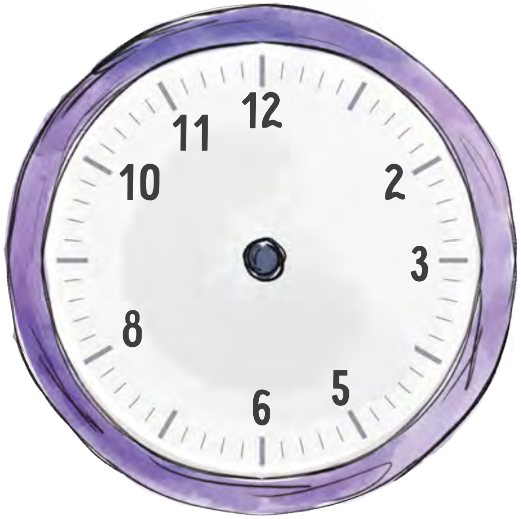
2 + 3 = ☐

5 + 5 = ☐

On each clock fill in the missing numbers and draw the clock hands to show the time given.



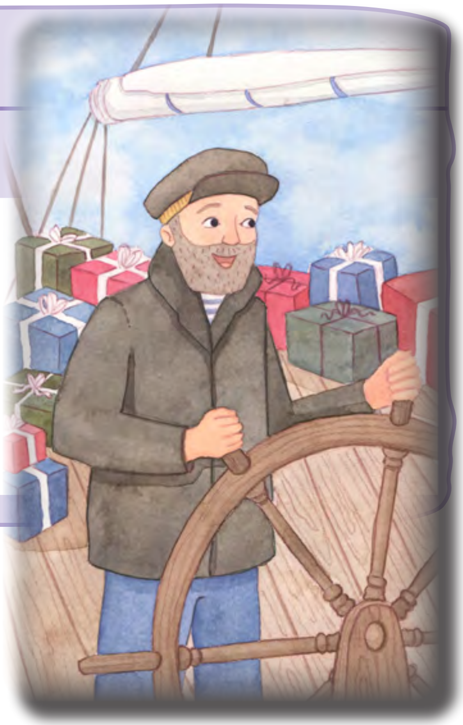
11:30



9:00

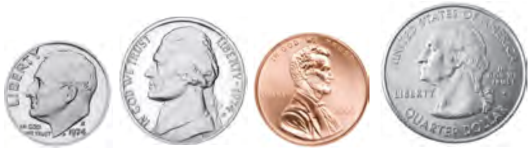
Lesson 69

CALENDARS: PART 4



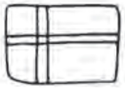
Have the child practice items that are not mastered.

- Say how many months are in a year [12] and their names.
- Count backward from 25 to 10. Count from 200 to 220.
- Identify the name of each coin and its value:

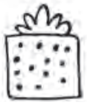


○ Take a boat from the math box. Read to the child: Do you see the captain on this page? His name is Mr. Harris, and he sails a cargo boat. In December the skies are overcast, and there is often snow. Mr. Harris thinks that can be beautiful too. Is December the first or last month of the year? [last] What is the first month of the year? [January]

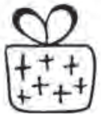
In December Mr. Harris sailed to four different ports to deliver packages.



- Put your boat on the port labeled "1st" on the next page. This is the port that Mr. Harris arrived at first. He arrived on December 8th, and the packages were taken out of the boat. Draw a small package like this on the calendar on December 8th. If today is December 8th, what was yesterday? [December 7th] December 8th is a Tuesday. What day of the week was yesterday? [Monday]

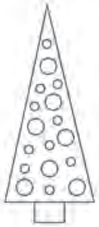


- Put your boat on the port labeled "2nd." This is the port that Mr. Harris arrived at second. He arrived on December 12th, and the packages were taken out of the boat. Draw a small package like this on the calendar on December 12th. If today is December 12th, what will be the date tomorrow? [December 13th] What is the date one month from December 13th? [January 13th]



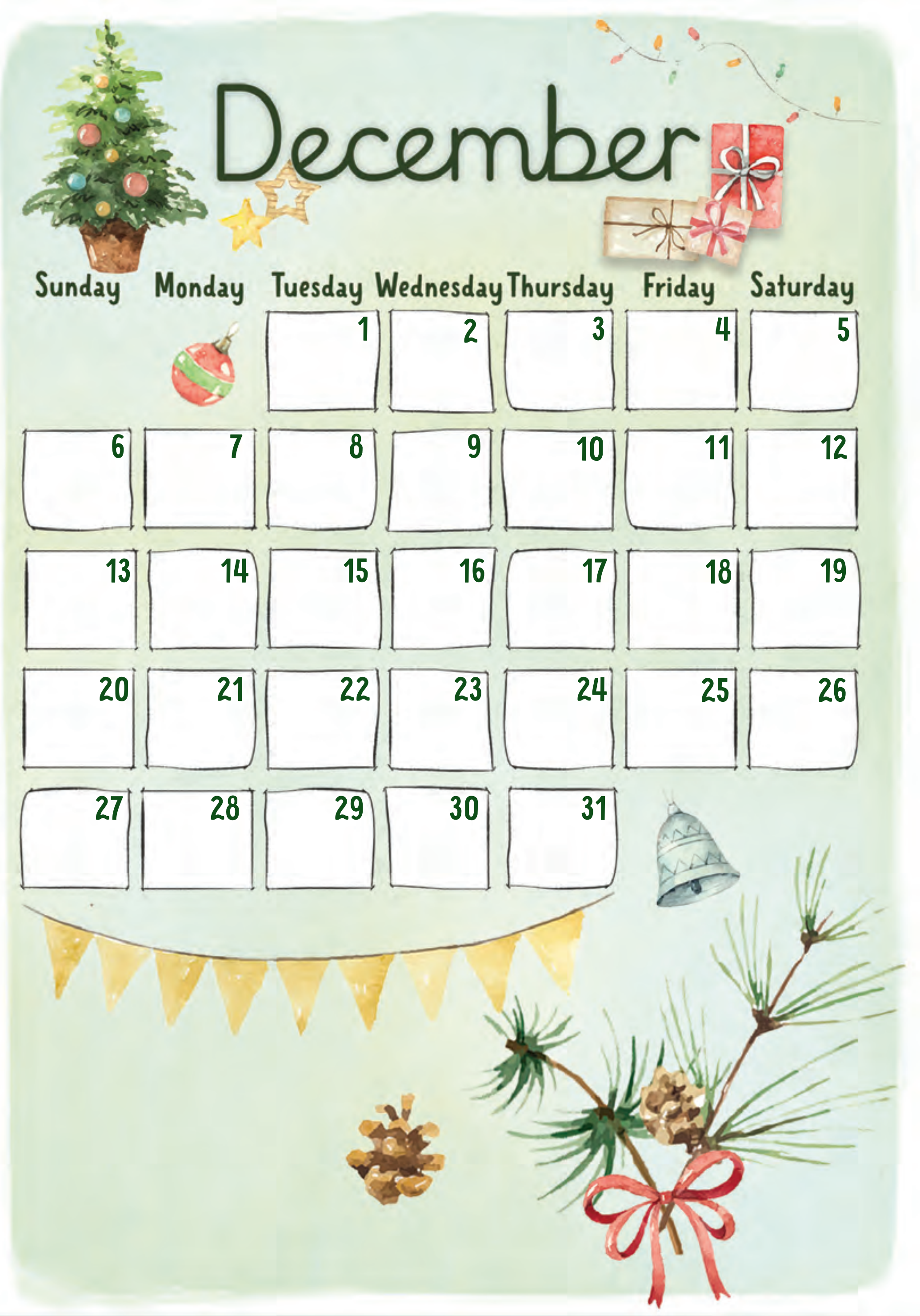
- Put your boat on the port labeled "3rd." This is the port that Mr. Harris arrived at on December 17th. The packages on his boat were mainly Christmas gifts. Draw a small package like this on the calendar on December 17th.

  If today is December 17th, what will the date be one week from now? [December 24th] What was the date one week ago? [December 10th] If today is December 17th, what will the date be one month from now? [January 17th]



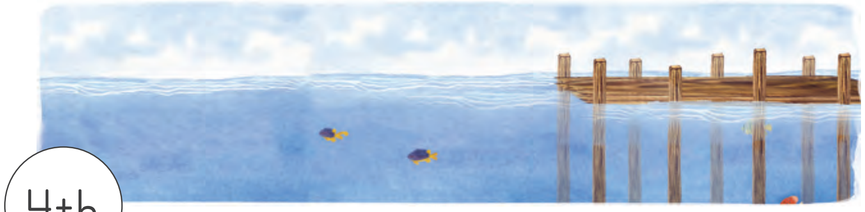
- Put your boat on the port labeled "4th." This is the port that Mr. Harris arrived at fourth—his last delivery of the month. He arrived on December 24th, the day before Christmas Day. Draw a Christmas tree on Christmas Day. If today is Christmas Day, what is tomorrow's date? [December 26th]

  What is the last date in December? [December 31st] What is the first date in January? [January 1st] If your birthday were one month after Christmas Day, what would be the date of your birthday? [January 25th]

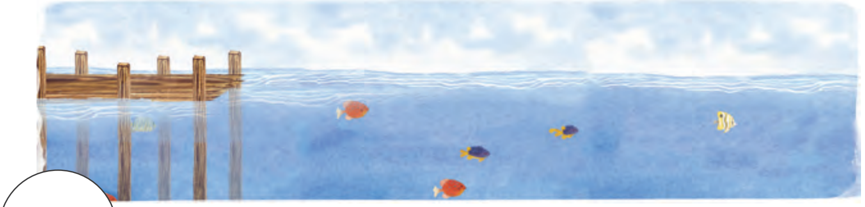


December

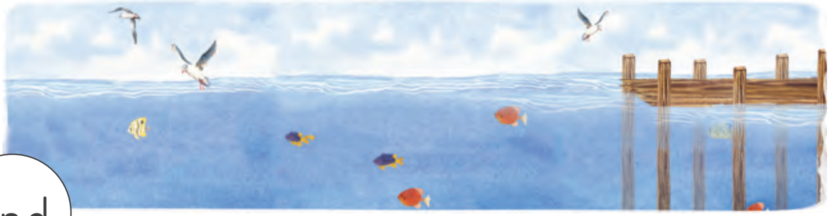
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



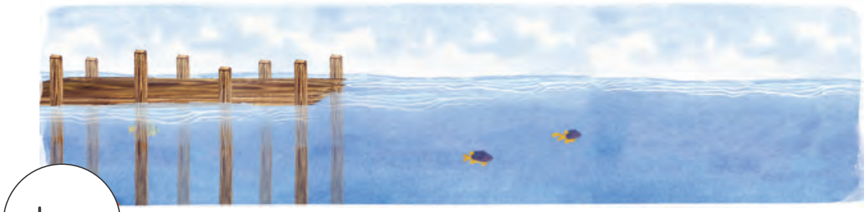
4th



3rd



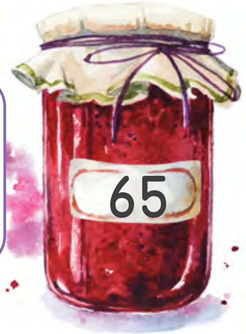
2nd

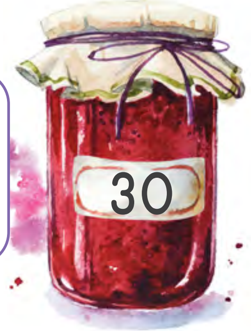


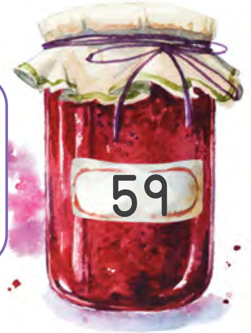
1st

Review

Each jar of jam shows how many raspberries it took to make the jar of jam. Write one less and one more than each number.







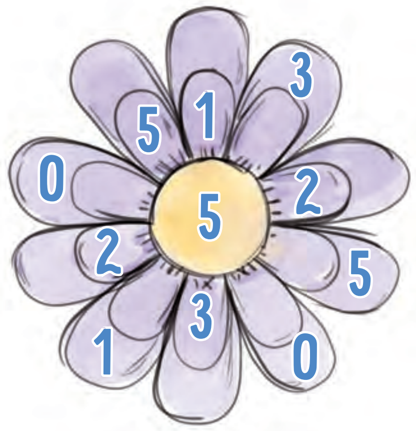
Fill in the missing ordinal numbers.

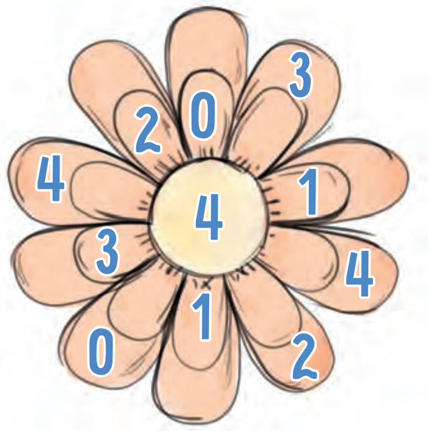
			4th	5th
	7th			10th

Complete each problem.

25	36	46	33	14
+ 21	+ 23	+ 22	+ 23	+ 14

The numbers in each set of overlapping petals need to add up to equal the number in the center. Fill in the missing numbers.





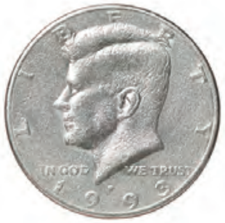
Lesson
70

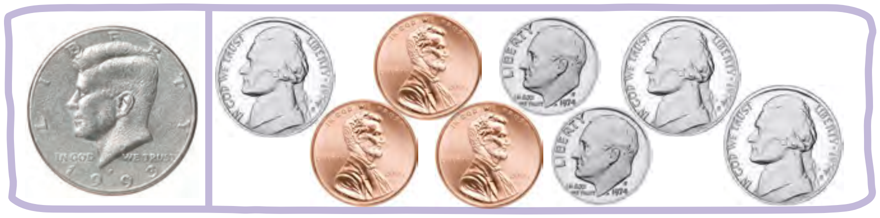
HALF-DOLLARS AND A DOZEN

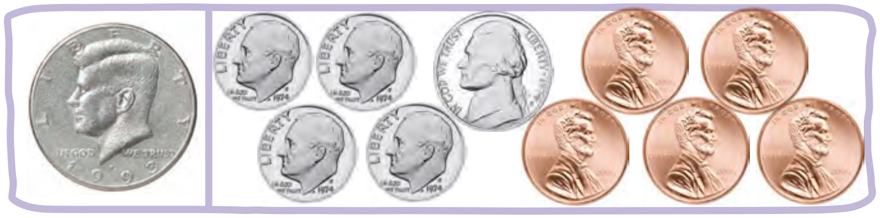
Have the child practice items that are not mastered.

- Count by 25s from 25 to 100.
- Write all the odd numbers from 40 to 50.
- Count from 290 to 320.

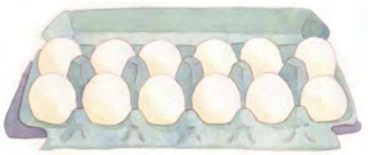
○ Read to the child: Eliza has 12 chickens and sells their eggs every week at a farmers market. One day someone pays for the eggs with one of these coins. Eliza has never seen this coin before. Have you seen this coin before? This is a half-dollar. This coin is worth 50¢, or half of a dollar. Eliza sells 12 eggs for one dollar, and the customer gives her one half-dollar and some other coins to equal a dollar. One of the groups below equals a dollar because it has a half-dollar (50 cents) plus enough coins to equal another half of a dollar (50 cents). Figure out which group of coins equals a dollar. Count the coins with the greatest values first.





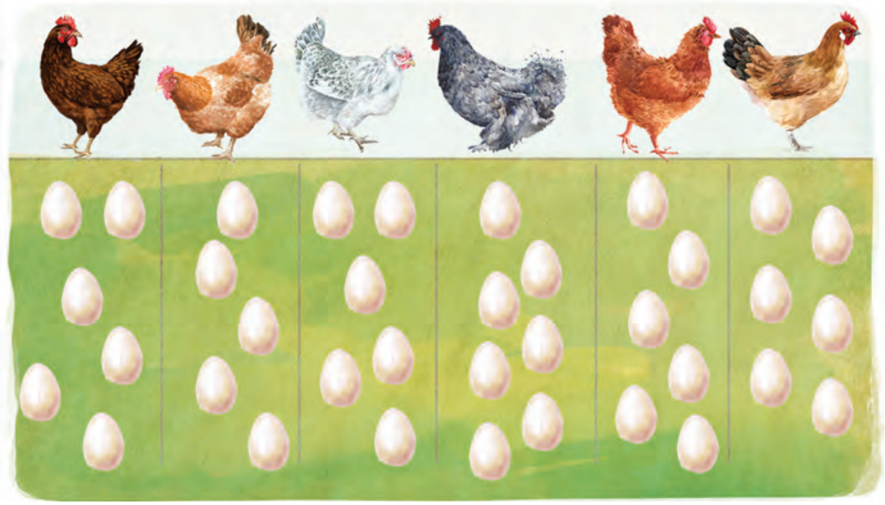


○ Read to the child: Another name for twelve items is a dozen. How many eggs are in the carton? [12] This is a dozen eggs.



○ Read to the child: Eliza has a dozen chickens. If each chicken lays one egg, how many eggs does she have? [12, or a dozen]

The farmers market is every week. Help Eliza group the eggs from her chickens into dozens by circling the eggs in groups of 12.



○ Read to the child: Write the total value of the coins in each box. Include the cent sign with your answer.

1 half-dollar + 1 penny

1 half-dollar + 1 dime

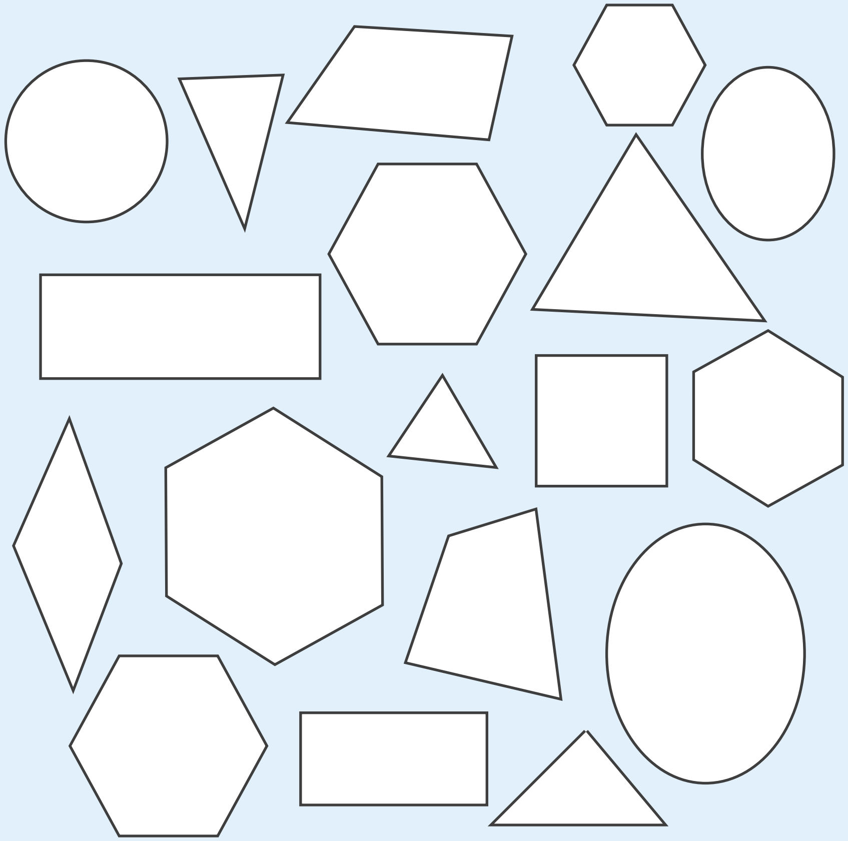
1 half-dollar + 1 nickel

1 half-dollar + 3 pennies

1 half-dollar + 2 dimes

Review

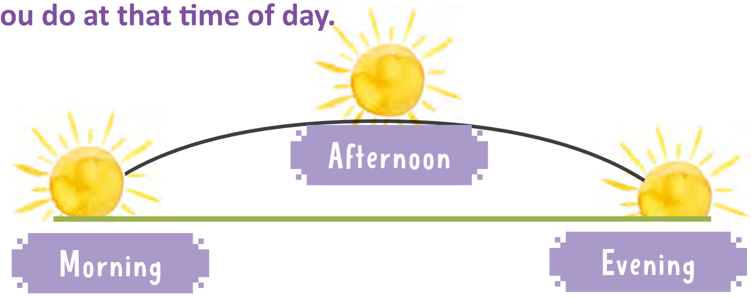
Color the hexagons. Hexagons have six sides.



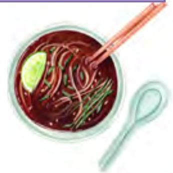
Complete each problem.

$$\begin{array}{rrrrr} 32 & 43 & 54 & 65 & 47 \\ +\ 31 & +\ 16 & +\ 32 & +\ 13 & +\ 42 \\ \hline \boxed{} & \boxed{} & \boxed{} & \boxed{} & \boxed{} \end{array}$$

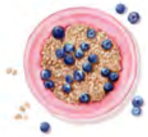
Draw a line from the meal to its time of day. Then tell an adult two things you do at that time of day.



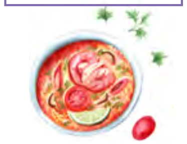
Dinner



Breakfast

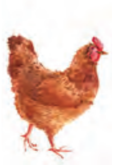
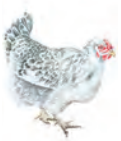
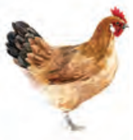
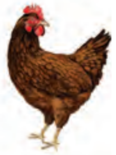
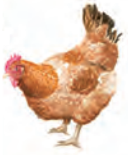
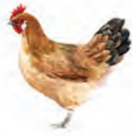
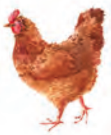
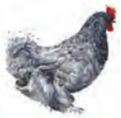


Lunch

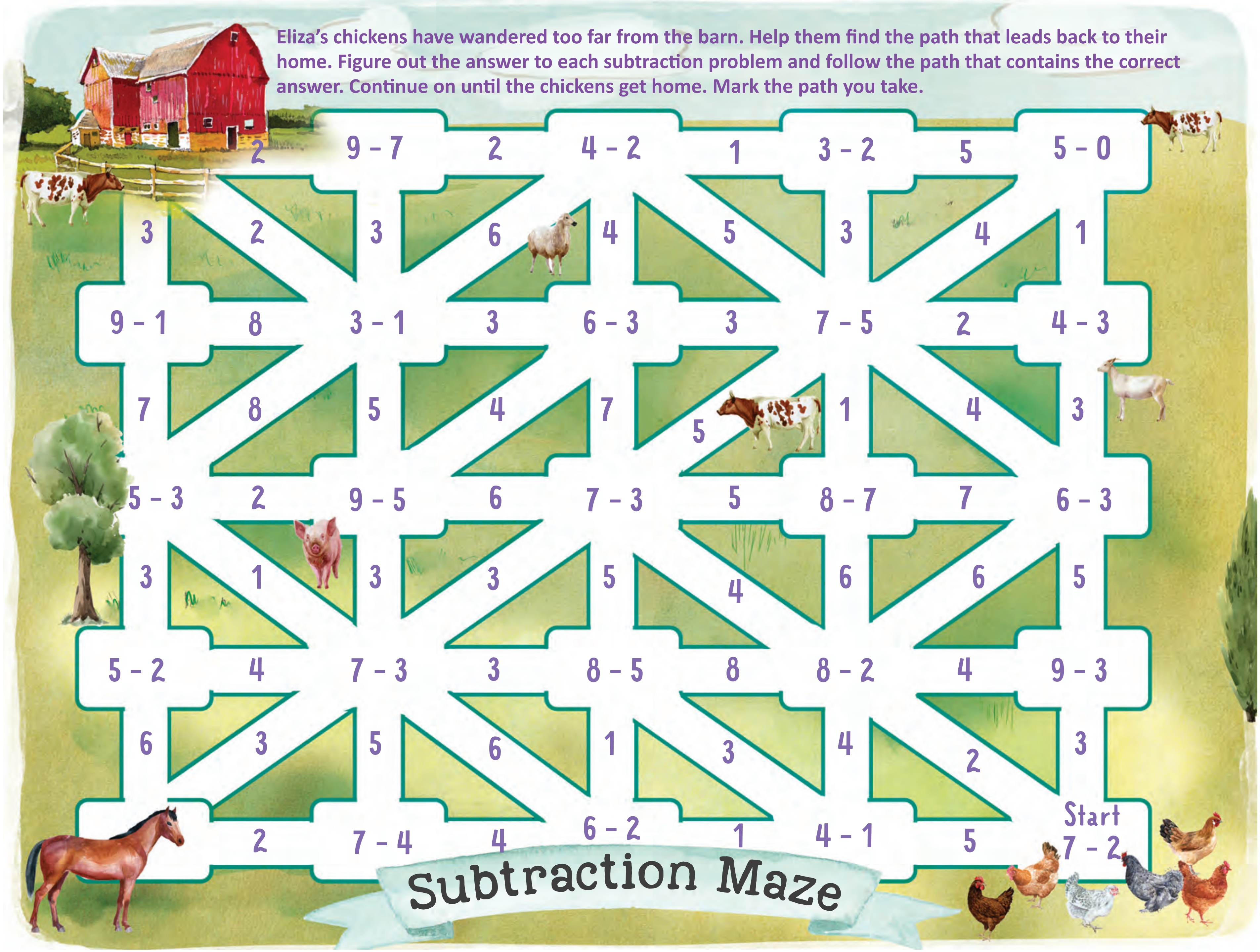


Starting with the number 2, skip count by 2s to find the total number of legs on the chickens. Write the skip counting numbers above each chicken.

2							

Eliza's chickens have wandered too far from the barn. Help them find the path that leads back to their home. Figure out the answer to each subtraction problem and follow the path that contains the correct answer. Continue on until the chickens get home. Mark the path you take.


2
9 - 7
2
4 - 2
1
3 - 2
5
5 - 0
3
2
3
6
4
5
3
4
1
9 - 1
8
3 - 1
3
6 - 3
3
7 - 5
2
4 - 3
7
8
5
4
7
5
1
4
3
5 - 3
2
9 - 5
6
7 - 3
5
8 - 7
7
6 - 3
3
1
3
3
5
4
6
6
5
5 - 2
4
7 - 3
3
8 - 5
8
8 - 2
4
9 - 3
6
3
5
6
1
3
4
2
3
2
7 - 4
4
6 - 2
1
4 - 1
5
Start
7 - 2

Subtraction Maze

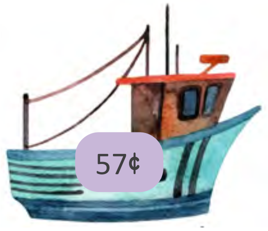
Lesson
71

USING THE FEWEST COINS TO PAY

Have the child practice items that are not mastered.

- Say the days of the week, the months of the year, and how to spell FOUR, FIVE, and SIX.
- Lay out the yellow clocks from the math box and say the time on each. Then put the clocks in order from the earliest to the latest time, assuming all the times are in the morning.

○ Take 3 quarters, 1 dime, 1 nickel, and 4 pennies from the math box. Place them in the purple box below. Read to the child: When paying for items, people sometimes like to pay with the fewest coins possible. To do this, it can help to start with the coins of greatest value. Suppose you want to buy this toy boat, which costs 57 cents, and you have the coins below. Which coin has the greatest value? [quarter] How many quarters can you use without going over the amount? [2] Two quarters together make 50¢. Take the quarters off the page. Now you have 7¢ to go. Which coin has the greatest value but isn't more than 7¢? [nickel] A nickel is 5¢. Take it off the page. Now you have 2¢ to go. Take off the number of pennies you need.



○ Take 5 boats, 3 quarters, 2 dimes, 1 nickel, and 4 pennies from the math box. Read to the child: Place each boat in a blue box below. Pick a boat and place coins in the purple box to equal the price of a boat ride for that boat. Use the fewest coins possible. If you are correct, sail the boat over to the purple box, and then hand me the coins for that boat ride. Continue until all the boats are in purple boxes.

Cost of Boat Ride

76¢

47¢

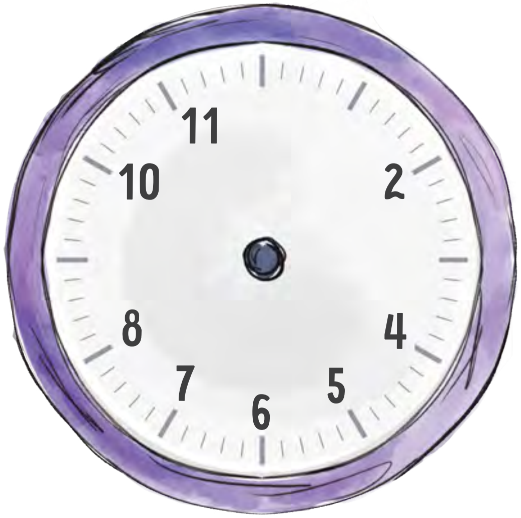
82¢

69¢

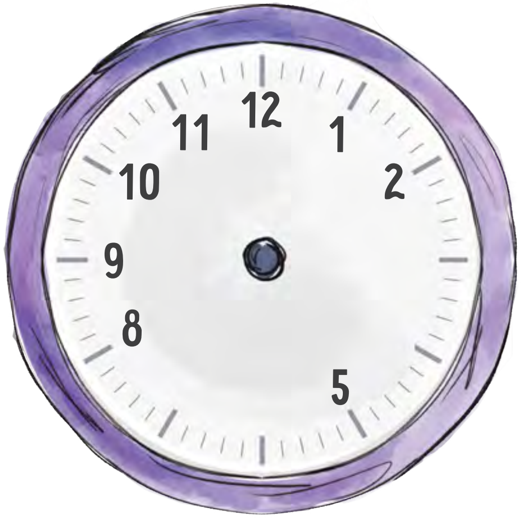
54¢

Review

On each clock fill in the missing numbers and draw the clock hands to show the time given.



10:15

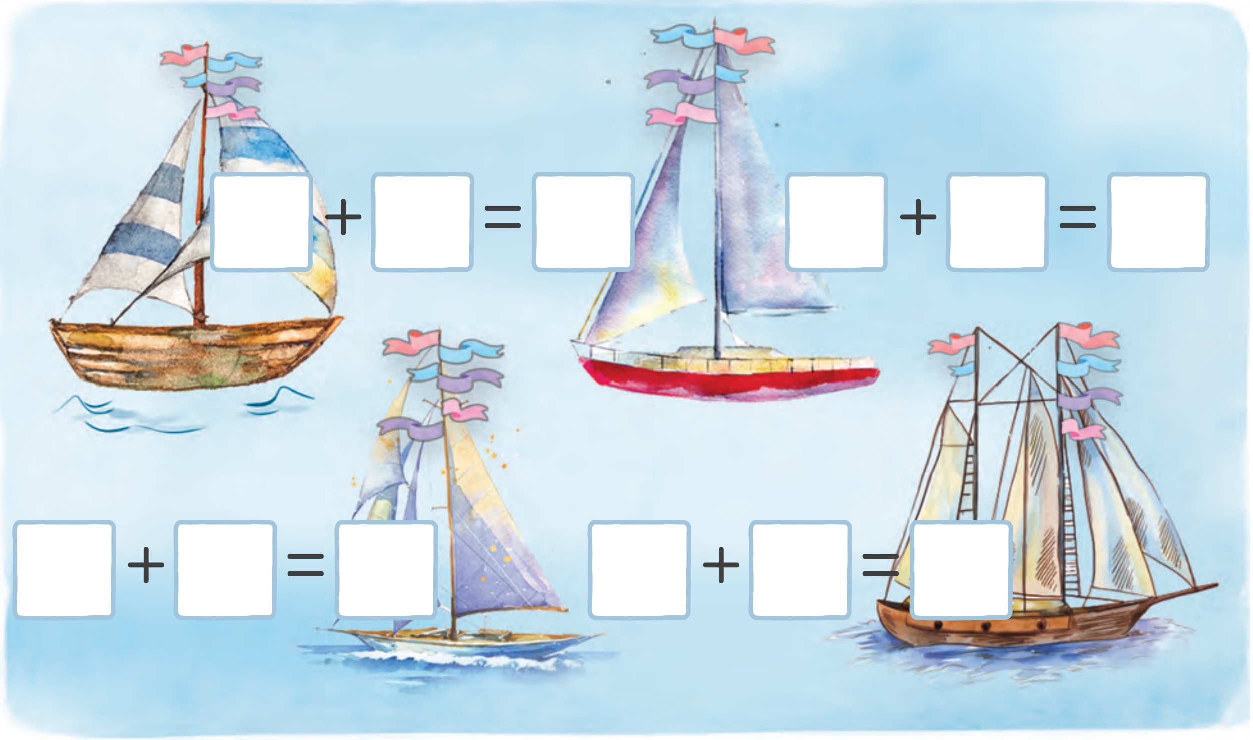


7:45

Complete each problem.

12 - 2 =
3 + 1 =
6 + 2 =
15 - 1 =
9 + 4 =
7 + 6 =
13 - 2 =
8 + 5 =
5 + 7 =

Write an equation to show how many flags are on each boat. Write the number of flags to the left of the mast pole in the first box, the number of flags on the right side in the second box, and the answer in the third box.



Lesson
72

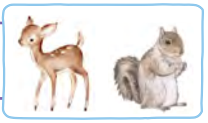
GRAPHING

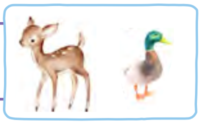
Have the child practice items that are not mastered.

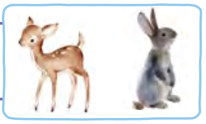
- Spell FOUR, FIVE, and SIX aloud. Watch the "How to Spell Numbers 4, 5, 6" video one or more times if needed.
- Count by 10s from 150 to 300.

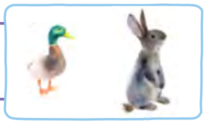
○ Read to the child: This is Dave with his horse, Einstein. They love to ride up and down the hills of the farm where Dave lives, and Dave loves to watch the wild animals.

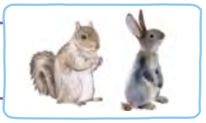
Dave's mom just taught him a math lesson about graphing. Dave thought it would be fun to find out which wild animal his family thought was the cutest. They could choose between a squirrel, duck, deer, or rabbit. He asked each family member to choose the two animals he or she thought were the cutest. It was a hard decision because all the animals were cute, but these were the animals they chose:

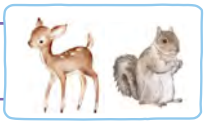
Dave


Mom


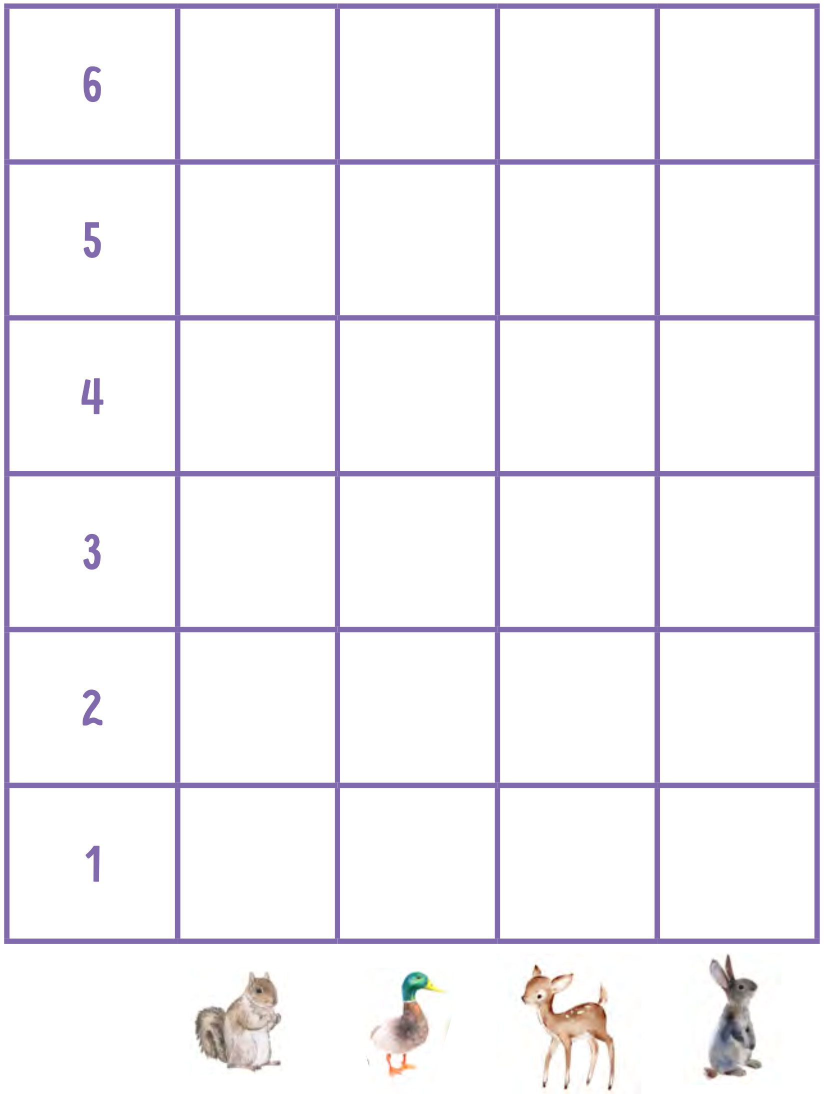
Ben


Dad


Kim


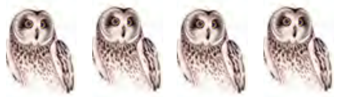
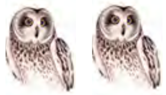
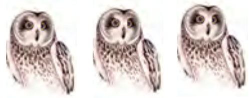
Ann


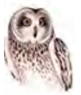
○ Read to the child: Graphing allows us to see and compare amounts easily. On the bar graph below, fill in one box above each animal for each person who chose the animal as one of the cutest.



○ Read to the child: Using the graph, we can see how many times each animal was chosen as the cutest. Circle the animal by Dave's farm that his family thinks is cutest overall. Which animal received the fewest votes? Which animals received the same number of votes? Did the duck get more votes or fewer votes than the deer?

○ Read to the child: Another kind of graph is called a pictograph. This kind of graph shows information by using images or pictures. Owls have been coming around Dave's farm recently. The pictograph below shows how many times Mom, Dad, and Dave saw an owl in the last month. The key below the pictograph shows what each picture represents. According to the pictograph, write the answers to the questions using number words (e.g., "one" not "1").

Person	Number of Owls Seen
Mom	
Dad	
Dave	

 = 1 owl

How many owls did Dad see?

How many owls did Mom see?

How many owls did Dave see?

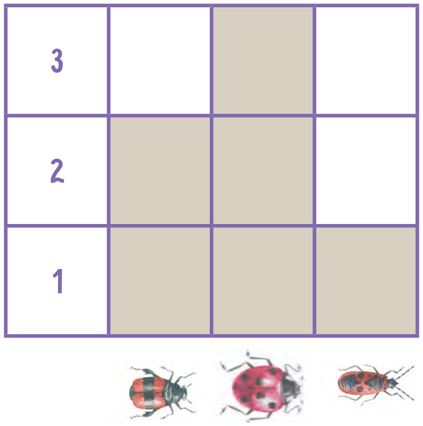
○ Take the left/right dice from the math box. Read to the child: You get to make your own pictograph. Roll the left/right dice 7 times. Each time you roll, draw a box on the graph under "Number of Times Rolled" in either the "Right" or "Left" rows. Then answer the questions aloud.

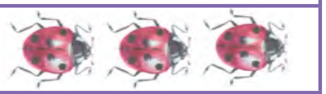
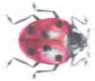
Sides on Dice	Number of Times Rolled
Right	
Left	

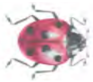
☐ = 1 roll

1. How many times did you roll "left"?
2. How many times did you roll "right"?
3. Did you roll "left" or "right" more times?

○ Read to the child: Point to the bar graph below. Point to the pictograph below.



Person	Number of Bugs Seen
Jack	
Jess	

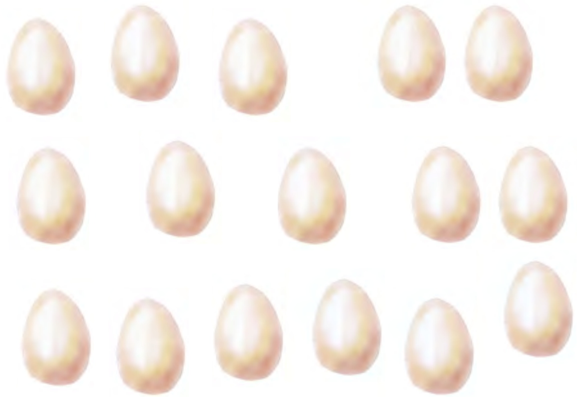
 = 1 bug

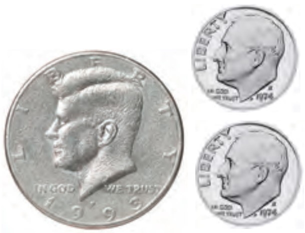
Review

Fill in the missing ordinal numbers.

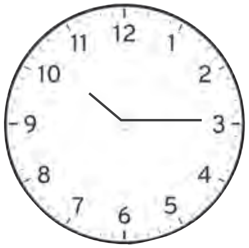
			4th	5th
		8th	9th	

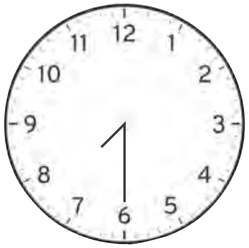
Circle one dozen eggs below. The price of the eggs is shown with coins. Write the price in the purple box and include the cent sign.

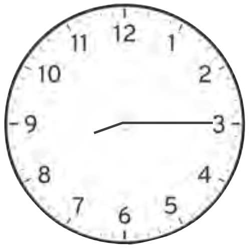


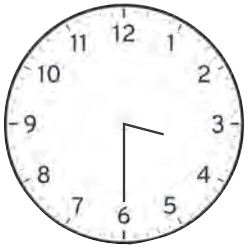


Circle the clocks that show a quarter after the hour.

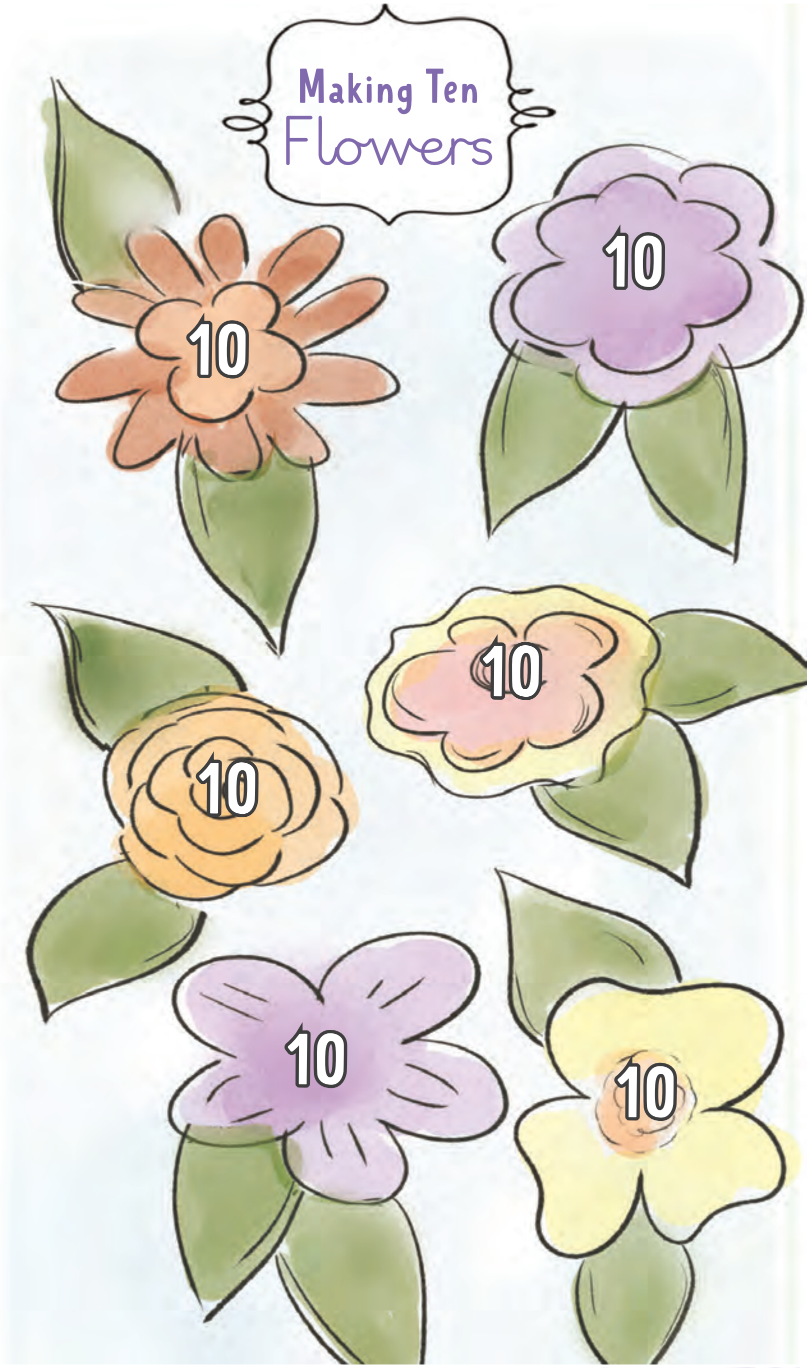








On the leaves of each flower, write two numbers that add to make 10. Use a different set of numbers on each flower.



Lesson
73

DRAWING LINE SEGMENTS

Supplies

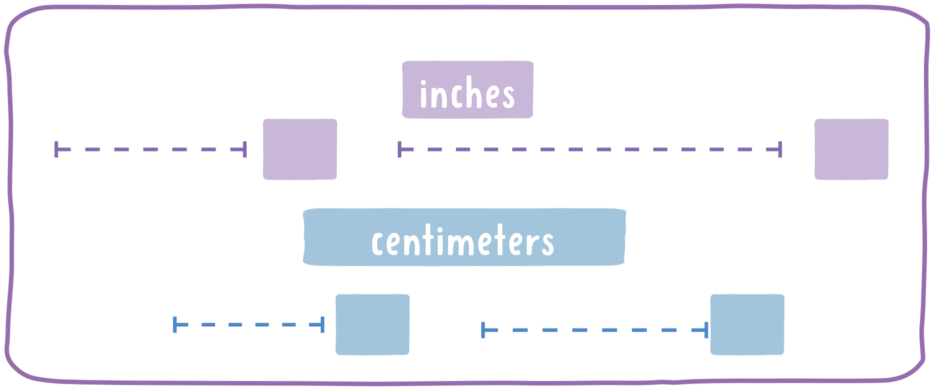
ruler

Have the child practice items that are not mastered.

- Say the days of the week, the months of the year, and how to spell ONE, TWO, and THREE.
- Lay out the yellow clocks from the math box and say the time on each. Then put the clocks in order from the earliest to the latest time, assuming all the times are in the morning.

○ Give the child a ruler. Read to the child: Trace the purple lines below, moving the tip of your pencil along the ruler to make your line straight. Before tracing the line, line up your ruler to the side showing inches. Write the number of inches long each line is in the purple box.

Complete the steps above for the blue lines, using the centimeter side of the ruler.



○ Read to the child: A snail can travel about one inch in one minute. Use your ruler to draw a line segment showing the distance each snail traveled in the time listed below it. For example, if a snail traveled for three minutes, you would draw a three-inch line.

2 minutes

3 minutes

1 minute

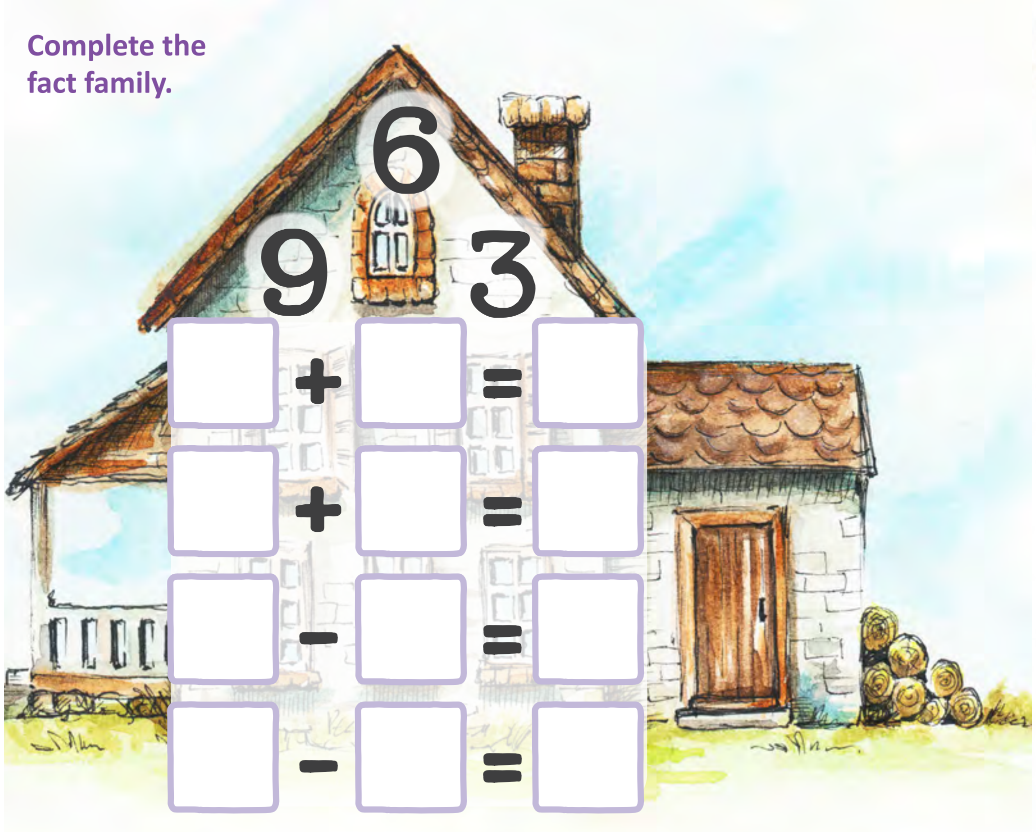
○ Read to the child: Beside each snail use your ruler to draw a line segment showing the distance the snail traveled.

4 centimeters

5 centimeters

Review

Complete the fact family.



☐ + ☐ = ☐
☐ + ☐ = ☐
☐ − ☐ = ☐
☐ − ☐ = ☐

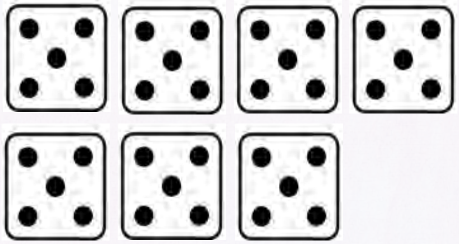
Complete each problem.

16	35	44	17
+ 22	+ 32	+ 21	+ 12
☐	☐	☐	☐

What Number Am I?

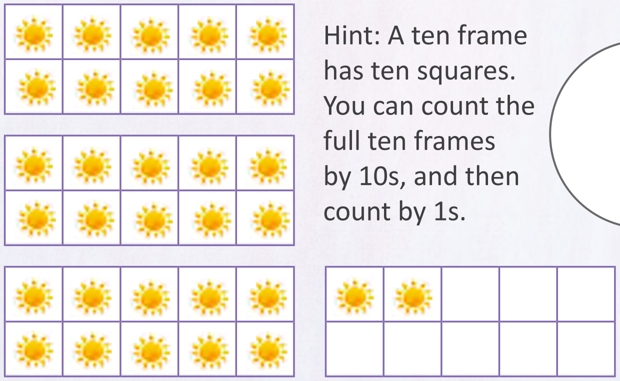
Use the clues in each box to figure out what number to write in each circle.

Hint: Count by 5s.



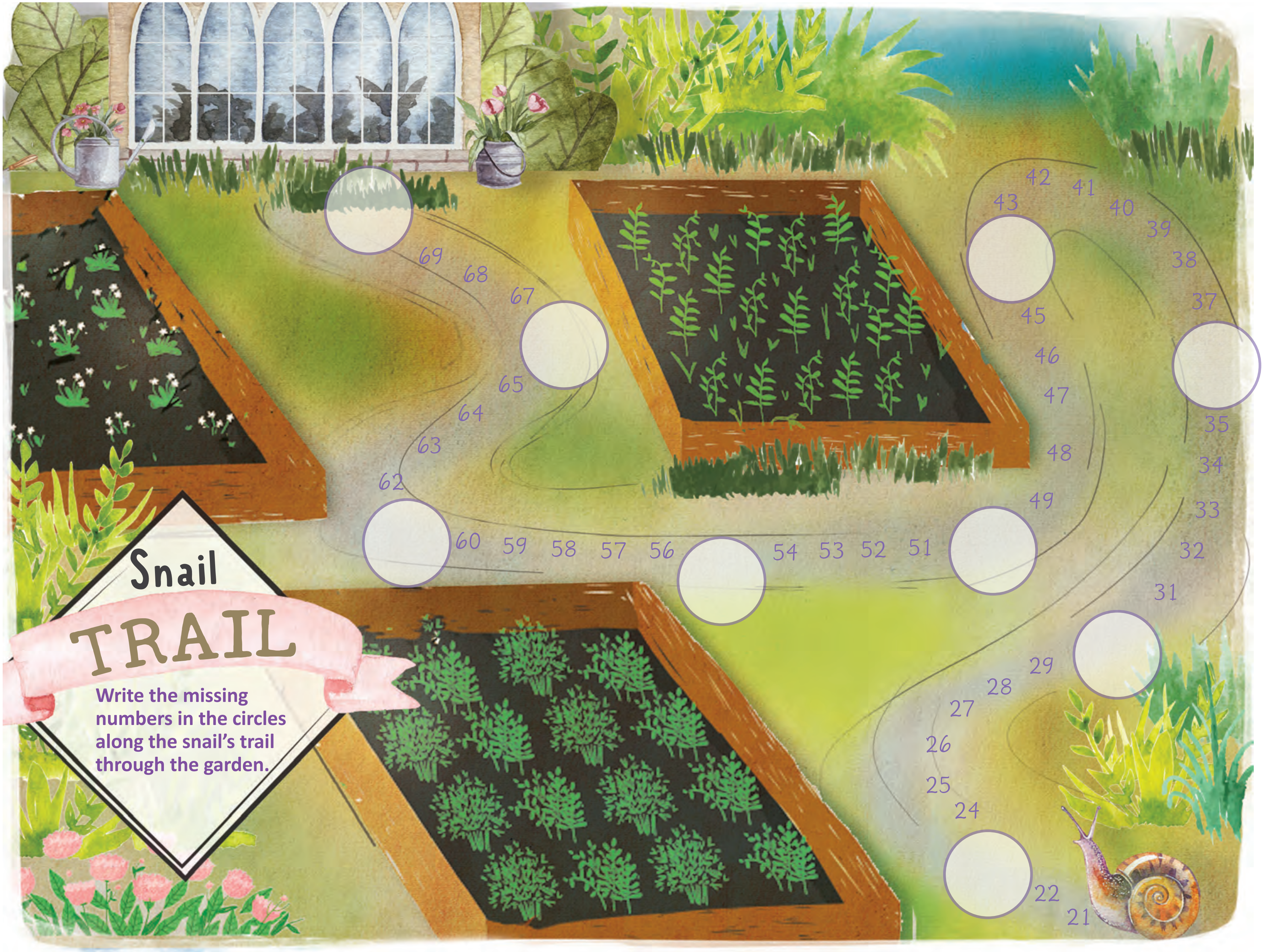
○

54 ○ 56 ○



Hint: A ten frame has ten squares. You can count the full ten frames by 10s, and then count by 1s.

○



Snail
TRAIL

Write the missing numbers in the circles along the snail's trail through the garden.

21
22
24
25
26
27
28
29
31
32
33
34
35
37
38
39
40
41
42
43
45
46
47
48
49
51
52
53
54
56
57
58
59
60
62
63
64
65
67
68
69

Lesson 74

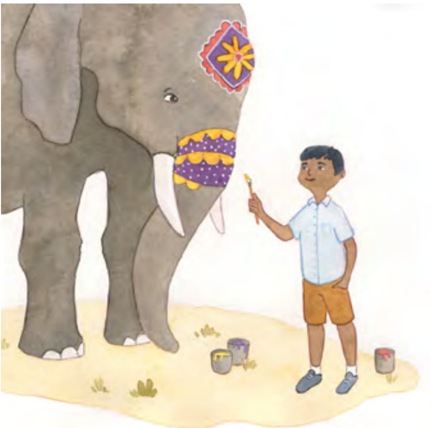
SUBTRACTION STORIES: PART 2

Have the child practice items that are not mastered.

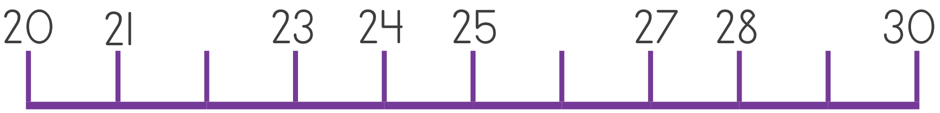
- Spell THREE, FOUR, FIVE, and SIX aloud.
- Count backward from 20 to 1.
- Answer the doubles addition facts.

6	4	5	3	7	9	8
+ 6	+ 4	+ 5	+ 3	+ 7	+ 9	+ 8

○ Read to the child: In India, the elephant is a very important animal. This is Rohan. Every year there is a parade of decorated elephants in Rohan's city. His father is a wonderful painter and has been selected to paint one of the elephants this year. Rohan is very excited to assist his father and then watch for their elephant in the parade.



Fill in the missing numbers on the number line below, and then use it to complete the subtraction story problems, if needed.



○ Read to the child: I am going to read you some story problems. Use a whiteboard to write a problem for each story. Then solve the problem to find the answer to the question in the story.

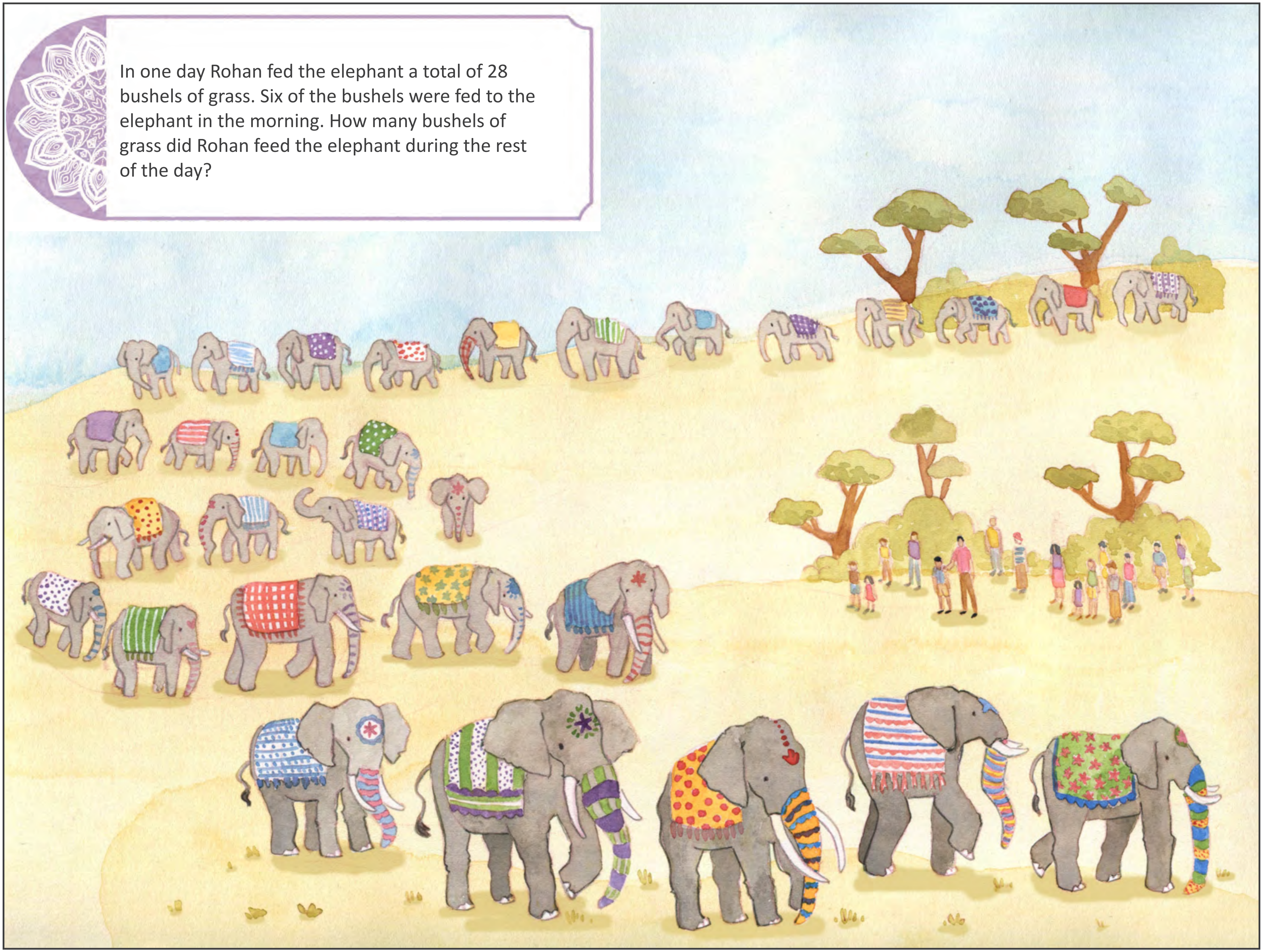
It takes 24 hours to paint an elephant for the parade. Rohan and his father have been working for 3 hours. How many more hours will it take to paint the elephant?

There are a total of 30 elephants in the parade today. They have seen 7 elephants go by already. How many more elephants will still go by?

Rohan's family buys 26 *gulab jamuns* (Indian donuts). Rohan and his dad have eaten 6. How many more *gulab jamuns* do they have?

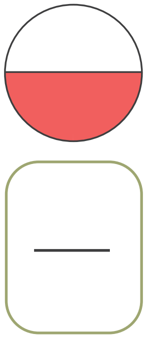
The parade is a 25-minute walk from their home. They have walked for 4 minutes. How many more minutes do they need to walk?

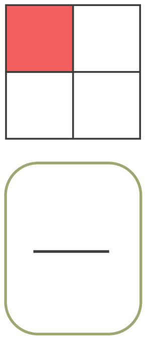
In one day Rohan fed the elephant a total of 28 bushels of grass. Six of the bushels were fed to the elephant in the morning. How many bushels of grass did Rohan feed the elephant during the rest of the day?

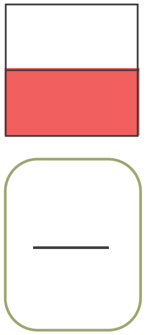


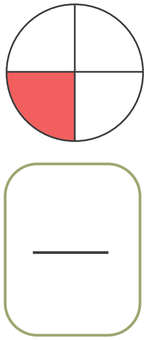
Review

Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.

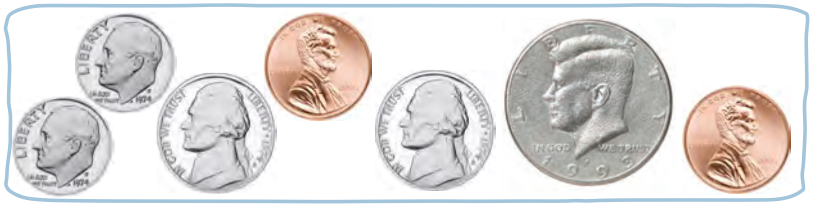




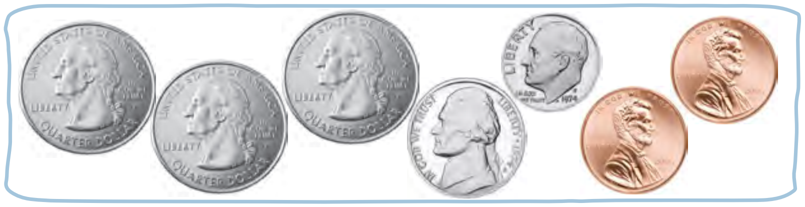




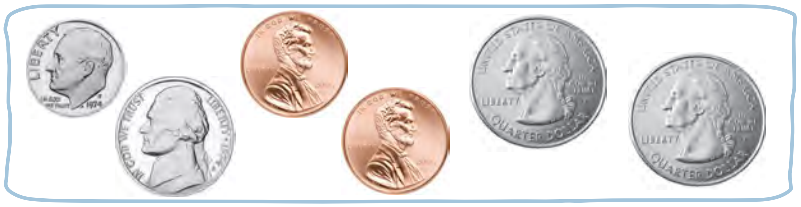
Circle the fewest coins you could use to purchase the toys shown. Circle the coins with the greatest value that you can use first, without going over the total amount.



76¢

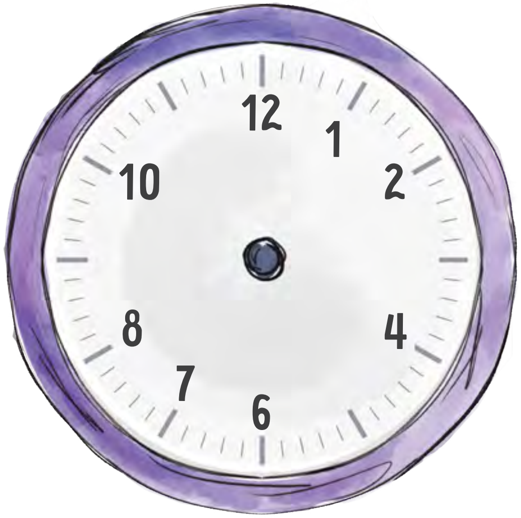


62¢

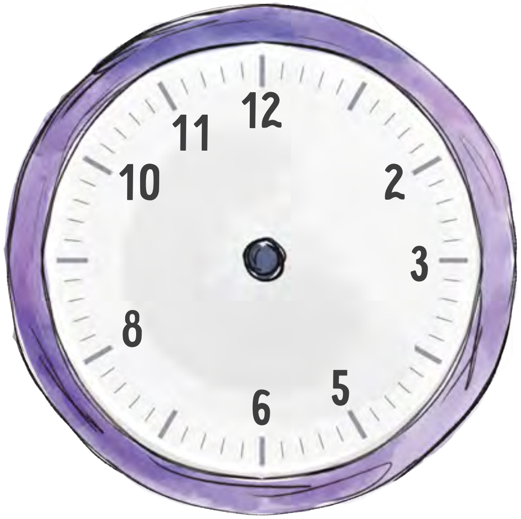


55¢

On each clock fill in the missing numbers and draw the clock hands to show the time given.



4:30



10:00

Lesson

75

SEASONS

Supplies

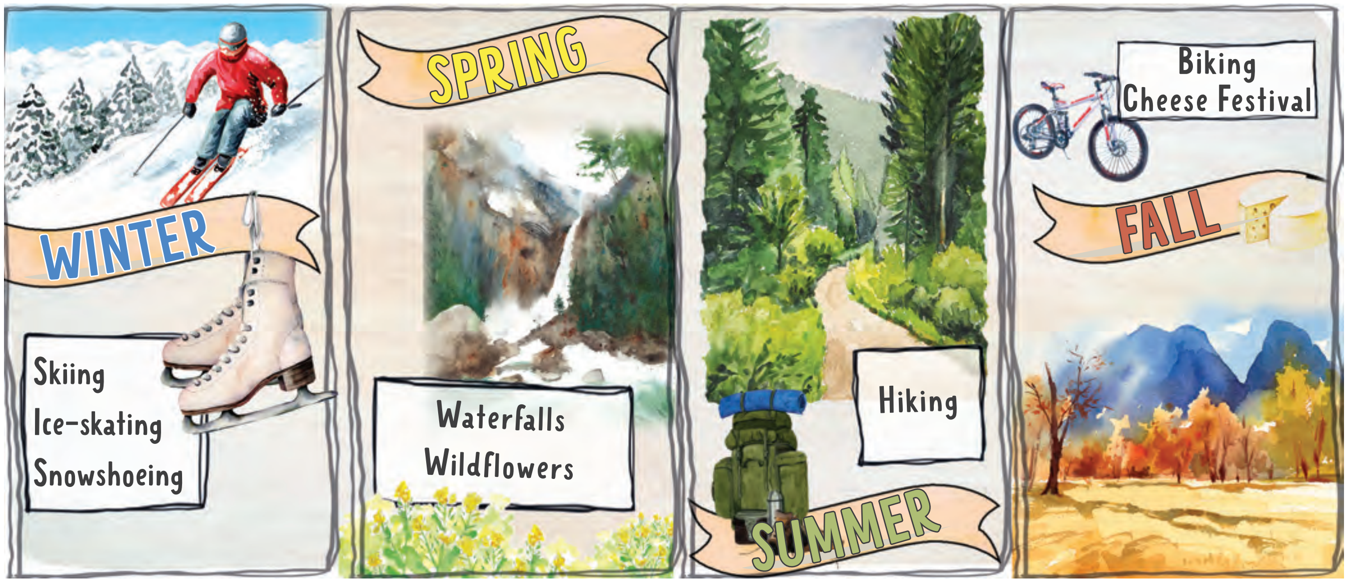
ruler

Have the child practice items that are not mastered.

- Write all the odd numbers from 40 to 50.
- Say how many are in a dozen.
- Spell FOUR, FIVE, and SIX aloud.
- Say how many cents a half-dollar is worth.

○ Read to the child: A year is divided into four time periods called seasons: winter, spring, summer, and fall. Discuss the activities the child does in the winter, spring, summer, and fall.

○ Read to the child: The Keller family lives in a town near the Swiss Alps, a famous mountain range in Switzerland. Mr. Keller is a mountain guide and takes groups of people on different trips, depending on the season. Look at the brochures he has for each season.



How are the seasons where you live similar to where the Kellers live? Do you get lots of snow in the winter? Do flowers start to bloom in the spring? Do you swim in a swimming pool in the summer?

○ Read to the child: Around the world the seasons look very different. In some parts of the world, winter is full of snow and ice, while others never see snow. Other parts of the world have very long summers and very short winters. Although seasons may look different in different places, the four seasons always go in the same order: winter, spring, summer, fall. Have the child repeat "winter, spring, summer, fall" several times. Write an ordinal number next to each season below to show the order in which they go: **1st, 2nd, 3rd, 4th.**

Spring ○

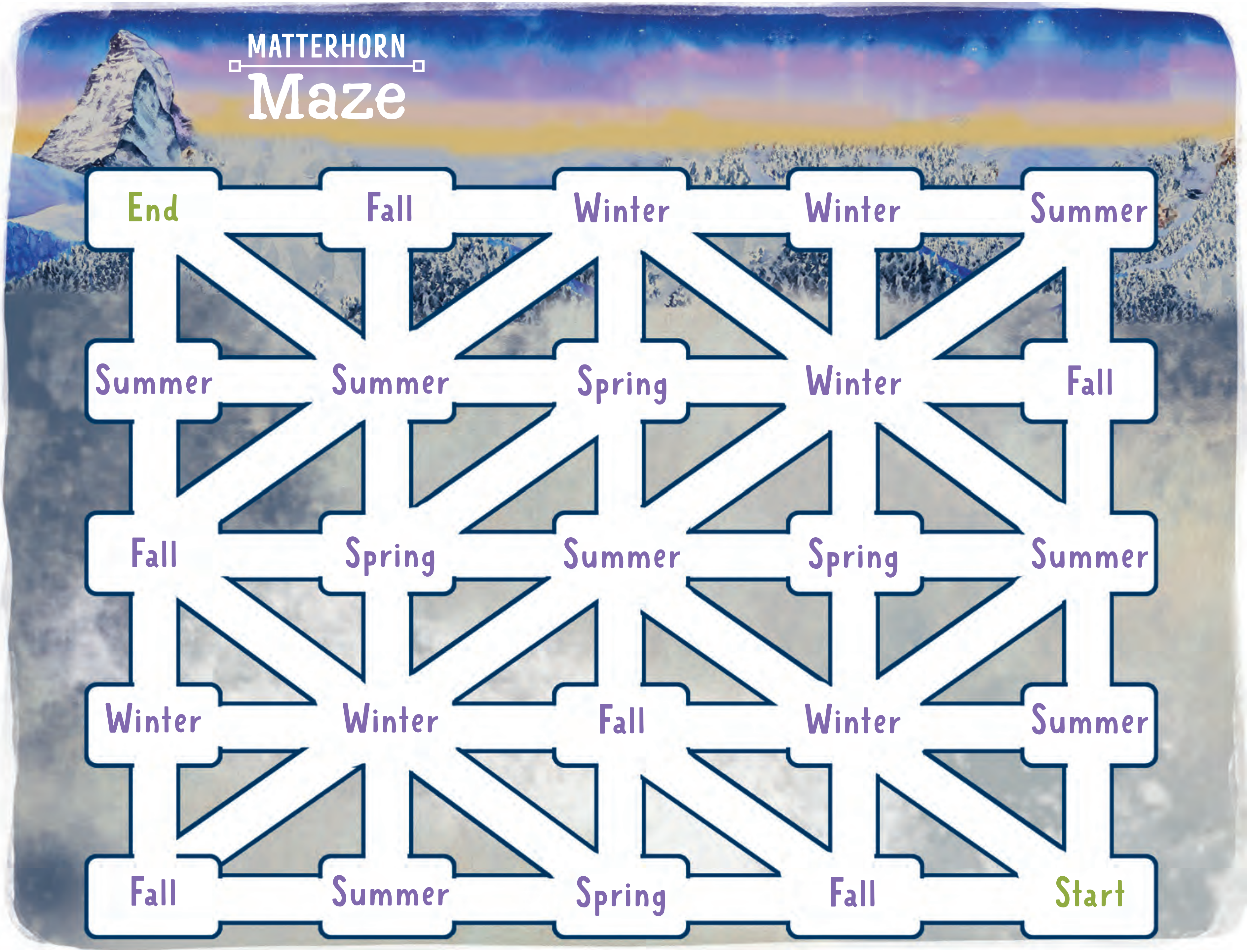
Fall ○

Summer ○

Winter ○

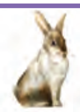
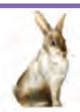
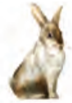
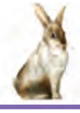
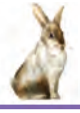
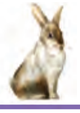
○ Read to the child: Look at the maze on the next page. Make your way through the maze to the Matterhorn, one of the highest and most famous peaks in the Swiss Alps, by following a path that has the seasons in the correct order.

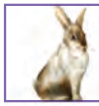
MATTERHORN
Maze


End
Fall
Winter
Winter
Summer
Summer
Summer
Spring
Winter
Fall
Fall
Spring
Summer
Spring
Summer
Winter
Winter
Fall
Winter
Summer
Fall
Summer
Spring
Fall
Start

Review

Use the pictograph to answer the questions below with number words.

Person	Number of Bunnies Seen
Mom	 
Dad	
Dave	  

 = 1 bunny

How many bunnies did Dad see?

____

How many bunnies did Dave see?

____

How many bunnies did Mom see?

____

How many total bunnies were seen?

____

With a ruler draw a line segment from the start to the end of each bunny's jump. Write the length of the segment in the blue box above the line you drew.

Start ☐ cm End

Start ☐ in End

Start ☐ in End

Complete each problem.

6 + 2 = ☐

4 + 1 = ☐

9 + 2 = ☐

8 + 1 = ☐

4 + 4 = ☐

3 + 5 = ☐

Lesson
76

PLACE VALUE PRACTICE

Have the child practice items that are not mastered.

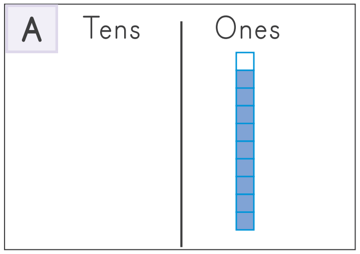
- Count by 25s from 25 to 100.
- Say how many are in a dozen.
- Count from 290 to 320.

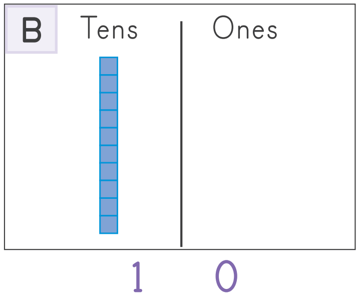
○ Read to the child: Let’s talk about place value today. How many blocks are in a full ten stick? [10] In Box A, how many blocks are filled on the ten stick in blue? [9] What number is shown in Box A? [9]

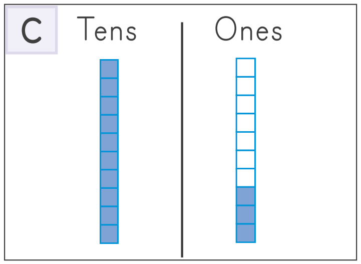
Only full ten sticks belong in the tens column. Once we fill up a ten stick, we can move it to the tens column.

Look at Box B. In this box one full ten stick is in the tens column, so we write 1 below the tens column. The digit 1 shows there is 1 ten stick in the tens column. The digit 0 shows there are 0 blocks in the ones column.

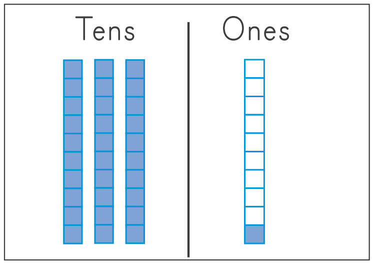
Look at Box C. For this box write 1 under the tens column for 1 ten stick and 3 under the ones column for 3 blocks. What number did you write? [13] What digit is in the tens place? [1] What digit is in the ones place? [3]

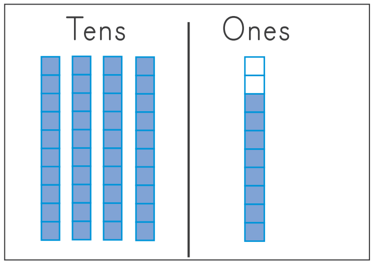


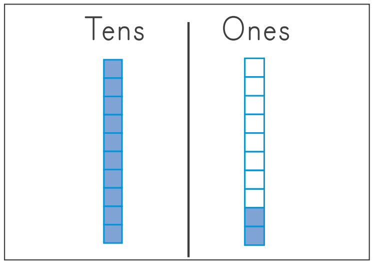


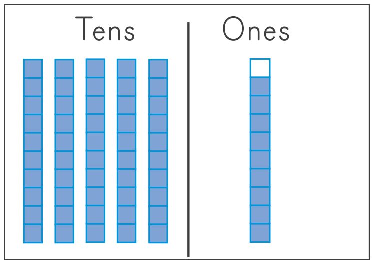


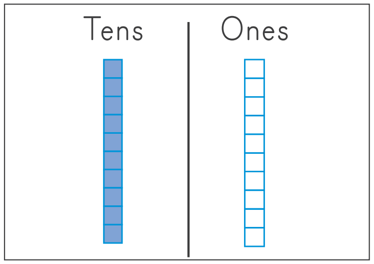
○ Read to the child: For each of the following boxes, write the number of ten sticks under the tens column and the number of one blocks shaded under the ones column. Then tell me which digit is in the tens place and in the ones place and what number they create.

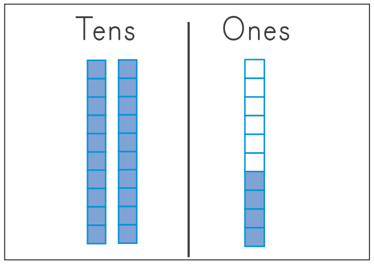






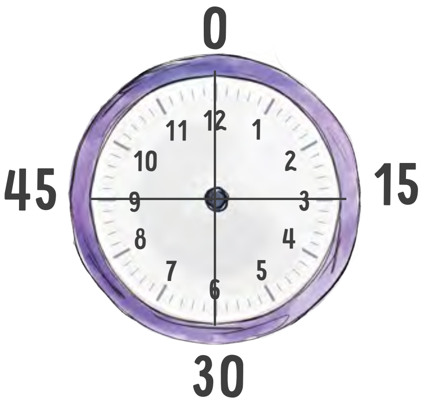


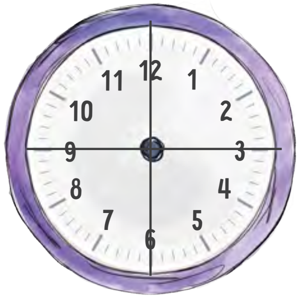




Review

Write the quarters of the clock, as shown in the example.





Subtract the cents. Include the cent sign with your answer.

7¢ − 2¢ =

9¢ − 3¢ =

5¢ − 2¢ =

Complete each problem.

2 + 2 =

3 + 3 =

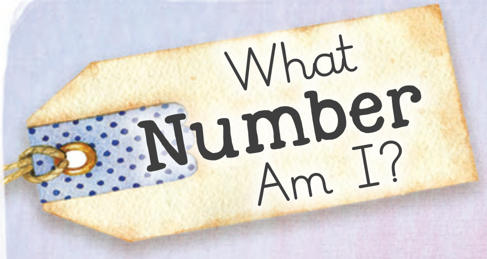
4 + 4 =

5 + 5 =

6 + 6 =

7 + 7 =

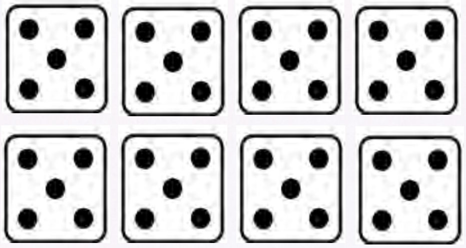
8 + 8 =



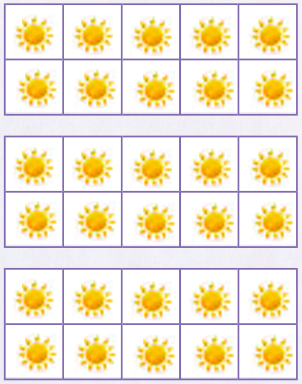
What Number Am I?

Use the clues in each box to figure out what number to write in each circle.

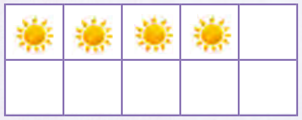
Hint: Count by 5s.



67 ○ 69 ○



Hint: A ten frame has ten squares. You can count the full ten frames by 10s, and then count by 1s.



Lesson
77

ESTIMATING THE NUMBER OF OBJECTS IN A GROUP

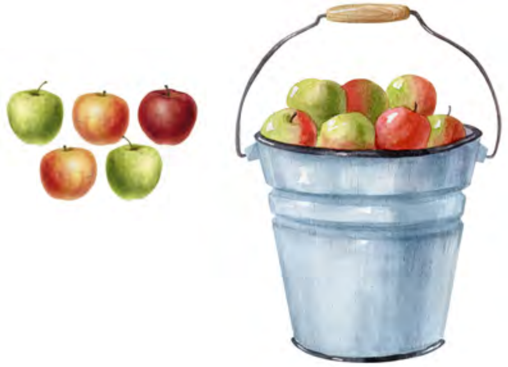
Have the child practice items that are not mastered.

- Spell FOUR, FIVE, and SIX aloud. Watch the "How to Spell Numbers 4, 5, 6" video if you cannot spell the words.
- Say the order of the seasons. [winter, spring, summer, fall]

○ Take the shapes from the math box. Read to the child: When you estimate a number, you don't count the number of objects in a group. Instead, you guess the number based on how large the group is. Show the child the shapes. Count the number of shapes I have. Now, I am going to place a group of shapes in front of you and let you look at it quickly. Then I'm going to cover it up, and you will make your best guess at how many shapes are in the group. Show a group of shapes for one to two seconds. Cover them back up. What is your estimate? Repeat as many times as needed for the child to get comfortable making an estimate.

○ Take the yellow and blue clocks from the math box. Read to the child: How many clocks do you think will fit in the box below? Make your best estimate, and then see if you are right.

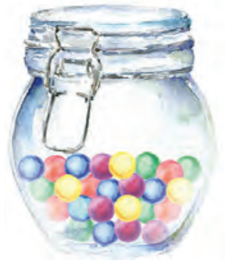
○ Read to the child: When estimating, you can sometimes use the number of items that you do know to help you estimate the number of items in a different group. Look at the group of five apples and the bucket of apples. Using the group of five apples as a comparison, circle the purple number that shows the best estimate for the number of apples in the bucket. Does the full bucket have greater or fewer apples than the group of five?



4

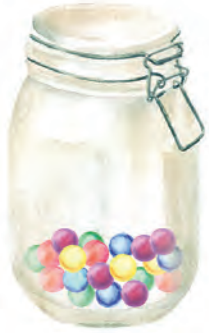
25

Look at the jars of marbles below. Estimate the number of marbles in each jar by circling one of the numbers below the jar.



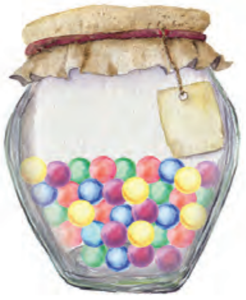
50

12



30

80



15

75

Review

Subtract the cents. Include the cent sign with your answer.

$$\begin{array}{r} 5¢ \\ -\ 2¢ \\ \hline \end{array} \qquad \begin{array}{r} 6¢ \\ -\ 3¢ \\ \hline \end{array} \qquad \begin{array}{r} 4¢ \\ -\ 2¢ \\ \hline \end{array}$$

Fill in the missing numbers, counting by 2s.

36		40				48
50	52		56		60	

Making Ten

Using two colors, fill in the white blocks below. Then write an equation on the purple boxes. The first one is completed as an example. Use different combinations of numbers each time.

5 + 5 = 10	🟩	🟩	🟩	🟩	🟩	🟨	🟨	🟨	🟨	🟨
☐ + ☐ = ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ + ☐ = ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ + ☐ = ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Lesson
78

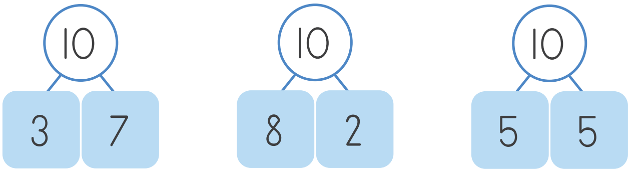
NUMBER BONDS: PART 2

Have the child practice items that are not mastered.

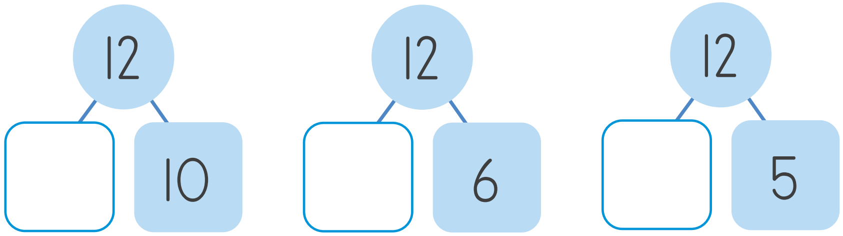
- Take the clock with movable hands from the math box and set the hands to the following times: 3:15, 7:45, 2:45, 7:30.
- Answer doubles addition facts.

6	4	5	3	7	9	8
+ 6	+ 4	+ 5	+ 3	+ 7	+ 9	+ 8

○ Read to the child: Number bonds show how a number can be broken into parts. The parts can be added together to make the top number. Look at the number bonds below that show three ways 10 can be broken into parts. Point to the first number bond. We can see that 3 and 7 added together make 10. Point to the second number bond. Here we see that 8 and 2 added together make 10. Point to the third number bond. This shows that 5 and 5 added together make 10.

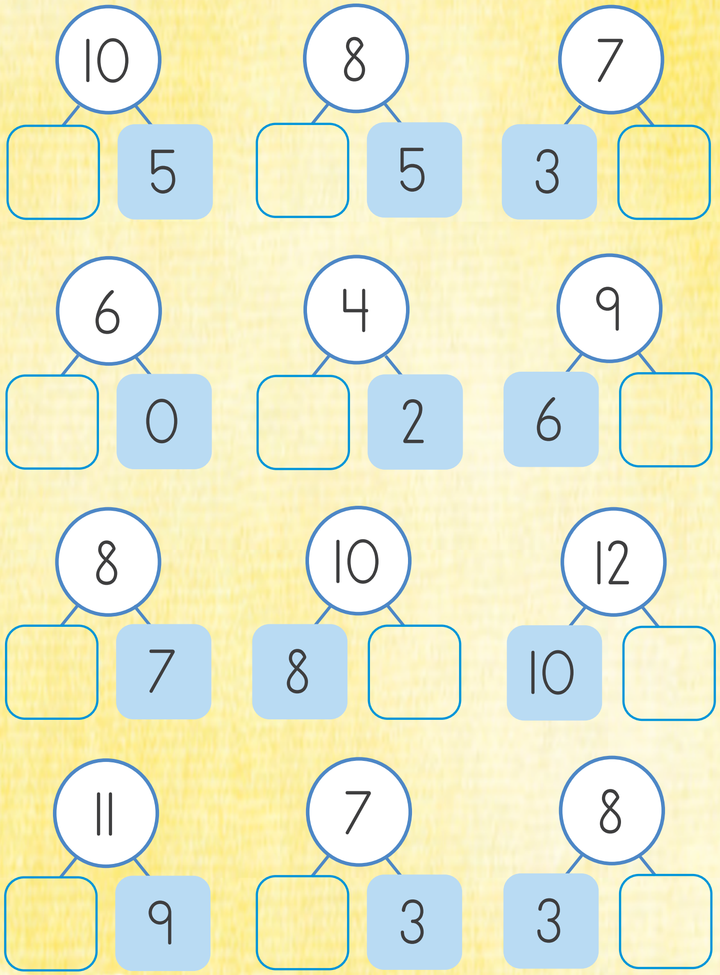


○ Read to the child: Write the missing numbers on the number bonds.



Number Bond Bounce

○ Take the 1–6 dice from the math box. Read to the child: You roll the dice. If the number you rolled can complete any number bond, "bounce" over to that number bond and, using a red crayon or pencil, write the number in the blank spot. If there are no places you can write, or after you write a number, your turn is over. I'll do the same with a different color. When all the blank spots are filled, the game is over. The person with the most numbers in his or her color wins.

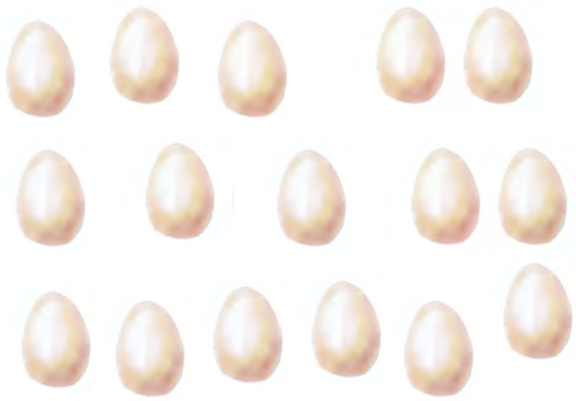


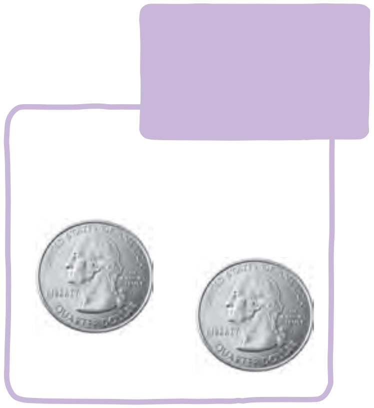
Review

Fill in the missing ordinal numbers.

	2nd	3rd		
		8th		10th

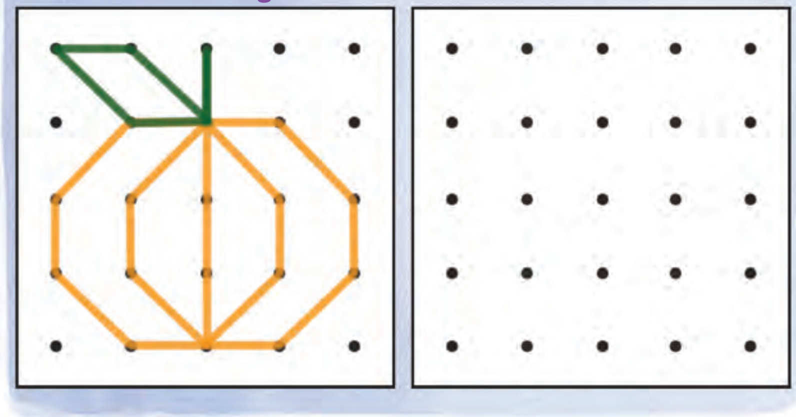
Circle one dozen eggs below. The price of the eggs is shown in coins. Write the price in the purple box. Don't forget the cent sign.





PEG Patterns

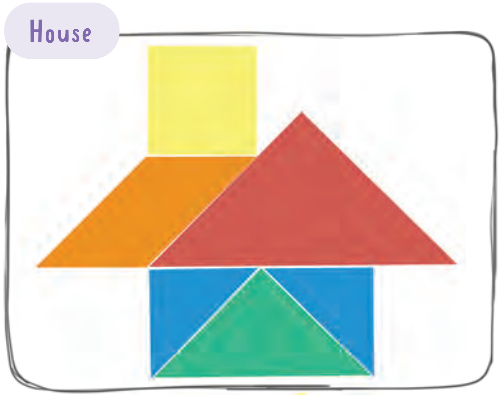
Use colored pencils to copy the design on the left onto the dots on the right.

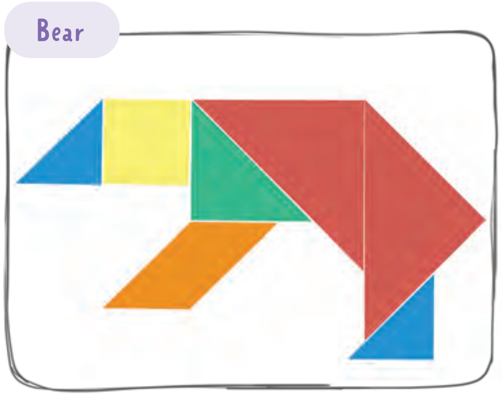


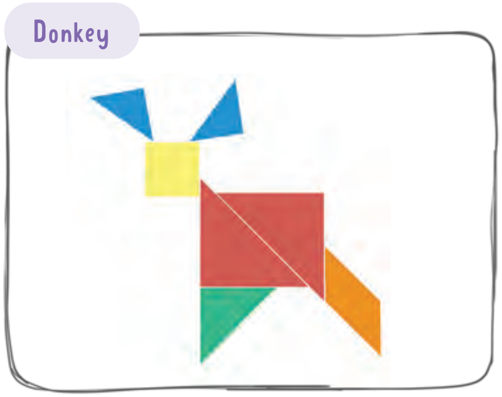
Subtract the cents. Include the cent sign with your answer.

5¢	9¢	6¢	9¢
- 2¢	- 3¢	- 4¢	- 4¢

Use the shapes from the math box to re-create the images.







LESSONS 79-80

UNIT ASSESSMENT

Parent/Teacher

△ This course is designed so that the parent/teacher is continually assessing the child's understanding of concepts as they are repeatedly reviewed. This formal assessment covers only concepts that are expected to be mastered at this point. This allows you to assess the most important concepts that should be understood at this point before moving on to new concepts.

△ For Lesson 79 have the child complete the exercises with purple headers only. Check the work. If the child does not have the concept mastered, check the orange "Additional Practice" checkbox for that section and review the concept with the child.

△ For Lesson 80 have the child complete all the orange sections **that are checked**. All the principles will continue to be reviewed, so if the child is still struggling with a concept, you may either 1) continue to work on that concept before moving on, or 2) move on and work more on the concept when it is reviewed. If the child has only a few or no orange sections to practice, feel free to move on to the next lesson.

Note: All concepts in Unit 2 will be reviewed throughout the rest of the course, but less frequently.

Student

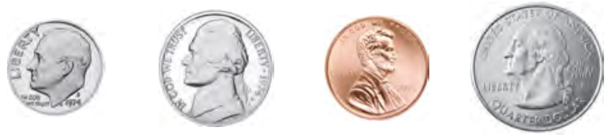
ORAL ASSESSMENT SECTION

Mark the triangle for items the child completes incorrectly.

△ Have the child count from 290 to 320.

△ On the whiteboard have the child write "four," "five," "six."

△ Have the child identify the name of each coin and its value.



△ Have the child write 10 tally marks on the whiteboard.

△ Have the child tell you if he or she does the following things in the morning, afternoon, evening, or night: sleep, eat breakfast, eat dinner.

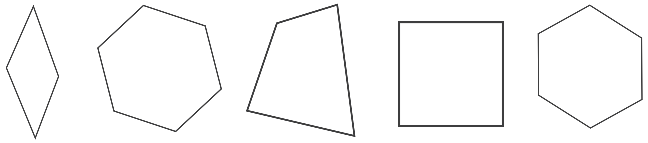
△ Have the child tell you how many are in a dozen.

△ Have the child tell you the order of the four seasons, starting with winter.

△ Have the child count by 2s from 50 to 70.

△ Have the child set the clock with movable hands from the math box to the following times: 4:15, 12:00, 4:30, 4:45.

△ Tell the child that a hexagon has six sides, and then have the child point to each hexagon.



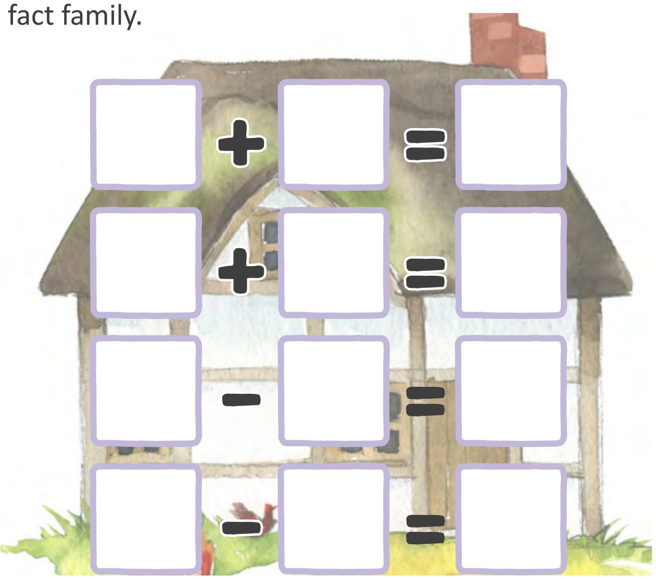
☐ Additional Practice

Complete the items above for which the triangle is marked.

FACT FAMILIES

Complete the fact family.

4
3
7



☐ + ☐ = ☐
☐ + ☐ = ☐
☐ - ☐ = ☐
☐ - ☐ = ☐

☐ Additional Practice

Fill in the missing numbers in the fact family.

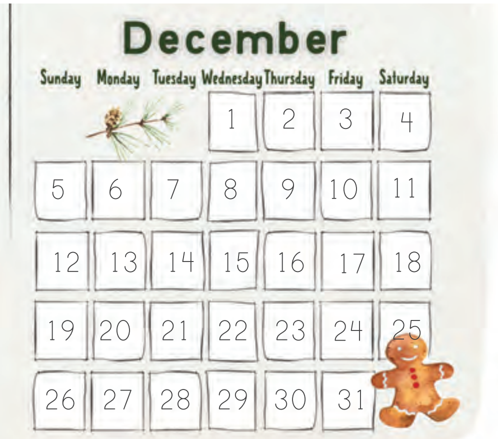
9
3
6

☐ + ☐ = 9
3 + ☐ = ☐
☐ - ☐ = 6
☐ - ☐ = 3

CALENDAR

On the calendar circle Christmas Day, December 25th. Then color the date one week before Christmas with yellow and the day before Christmas with blue.

December 25th



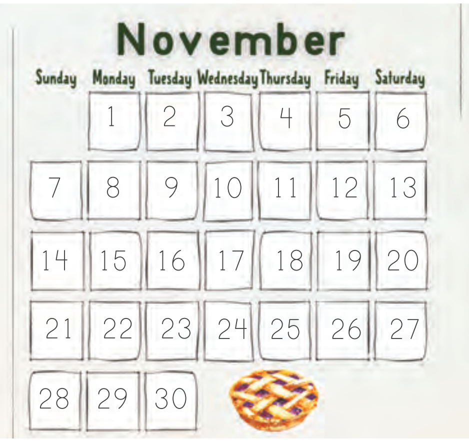
December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

☐ Additional Practice

On the calendar circle Thanksgiving Day, which is November 25th on this calendar. Then color the date one week before Thanksgiving with yellow and the day before Thanksgiving with blue.

November 25th



November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

COUNTING BY 2S AND WRITING NUMBERS UP TO 70

Fill in the missing numbers, counting by 2s.

34		38		
44	46		50	

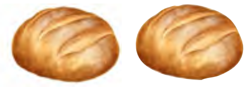
Additional Practice

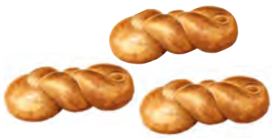
Fill in the missing numbers, counting by 2s.

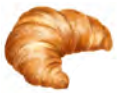
52			58	
62			68	

GRAPHS

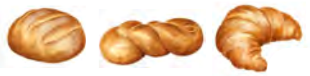
On the graph color in one box for each pastry. One column (in gray) is completed for you.





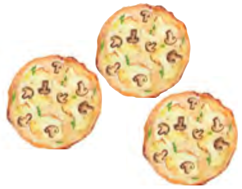


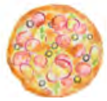
3			
2	▨		
1	▨		

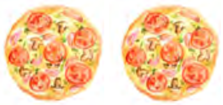


Additional Practice

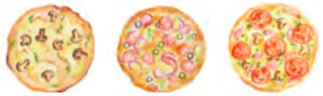
Fill in the boxes on the graph for each pizza.





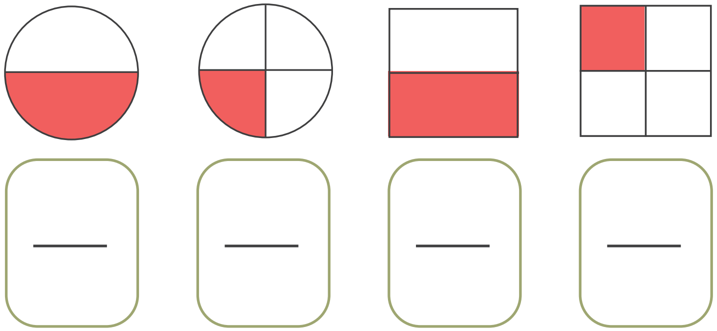


3			
2			
1			



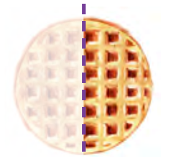
ONE-HALF AND ONE-FOURTH

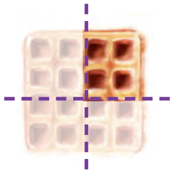
Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.

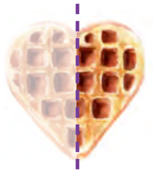


Additional Practice

Draw a line from each waffle to the correct fraction.







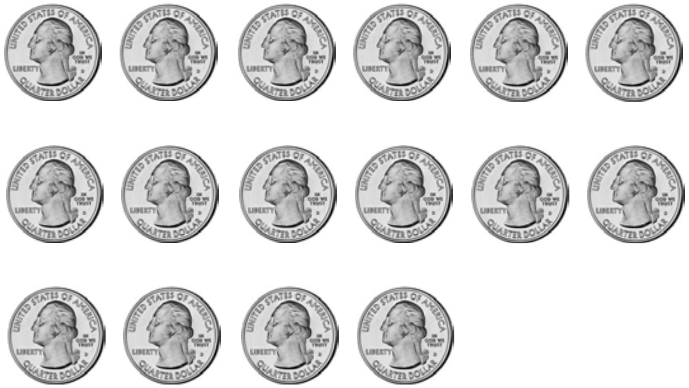
$$\frac{1}{2}$$

$$\frac{1}{2}$$

$$\frac{1}{4}$$

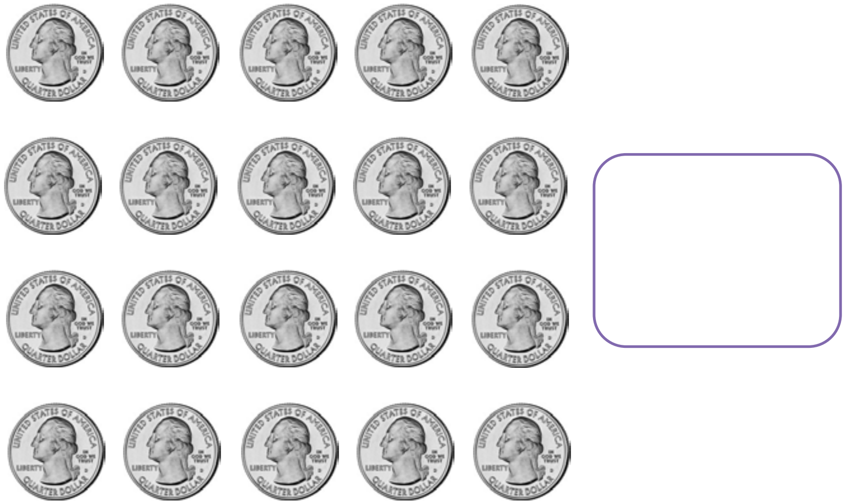
QUARTERS AND COUNTING BY 25S

Count the quarters by 25s and circle each dollar.



Additional Practice

Count the quarters by 25s and write a tally mark in the box for each dollar you have.



UNIT 3 OVERVIEW

LESSONS 81–120

Topics introduced in Unit 2 are reviewed and expounded upon in Unit 3.

Extra Supplies Needed

- ruler
- stopwatch
- tape or glue
- timer
- $\frac{1}{2}$-cup and 1-cup measuring cups

New Concepts Taught

- Addition up to 3 numbers
- Counting by 100s
- Greatest and least
- Interpreting data and making conclusions
- Measurement
    - Centimeter
    - Foot
    - Inch
    - Meter
- Money: making a dollar with coins
- Number line: up to 100
- Number word form: 7–12
- Ordinal position
- Plotting data on bar graphs and pictographs
- Rounding to the nearest ten
- Symmetry
- Three-dimensional shapes
- Time
    - Time conversions
    - Time to 5-minute intervals
- Two-dimensional shapes
- Volume
    - Comparisons
    - Cups
    - Finding and estimating capacity
- Word problems
- Writing numbers: 80–100

Parent/Teacher Tips

- If the child asks why he or she has to practice something he or she already knows (like addition problems), explain that practice helps us not to forget things and also helps us to get faster at them.
- Math 1 provides a basic introduction to measurement. The child does not need to memorize how many inches are in a foot or anything that deals with measurement. Measurement will be covered in greater detail in later courses.

Lesson 81

WRITING SEVEN, EIGHT, NINE

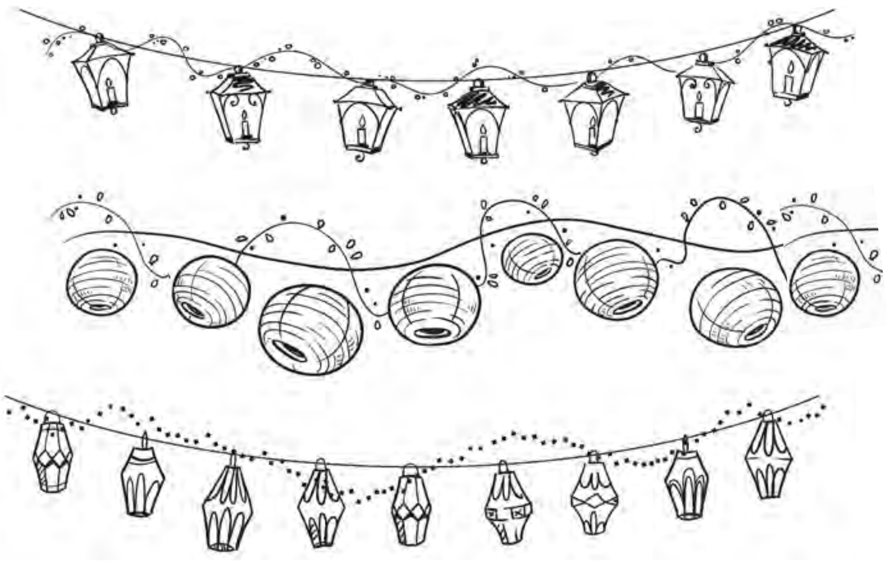
Have the child practice items that are not mastered.

- Count by 2s from 2 to 20.
- Write all the even numbers from 50 to 60.
- Count from 350 to 380.

○ Read to the child: Today, we are going to learn how to spell seven, eight, and nine.

○ Watch the "How to Spell Numbers 7, 8, 9" video two or more times on The Good and the Beautiful Kids YouTube channel.

○ Have the child count the number of lanterns on each row and then write the number word above each row in a curve.



○ Have the child write the answer to each addition problem with a number word from the box.

seven eight nine

5 + 3 = ____________________

6 + 1 = ____________________

4 + 5 = ____________________

Number Words

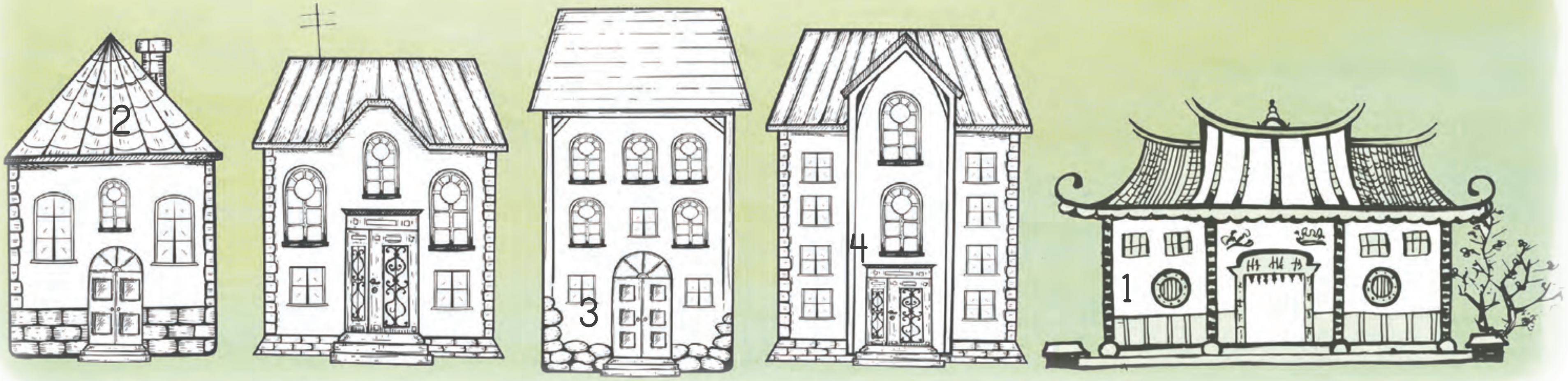
Word Search

one, two, four, seven, eight, nine

f	o	n	e	o	p	s	z
t	r	l	i	d	s	e	i
w	s	h	g	m	n	v	e
o	w	m	h	p	u	e	r
u	x	t	t	n	i	n	e
f	o	u	r	o	i	f	s
f	w	h	e	i	t	t	w

Hidden Number HOUSES

- Four numbers are hidden on the houses. Find them and write their number words in the purple boxes.
- On each house, color an even number of windows yellow or blue. Even numbers end with 0, 2, 4, 6, or 8.



Fill in the blanks to write addition problems.

☐ + ☐ = 5

☐ + ☐ = 8

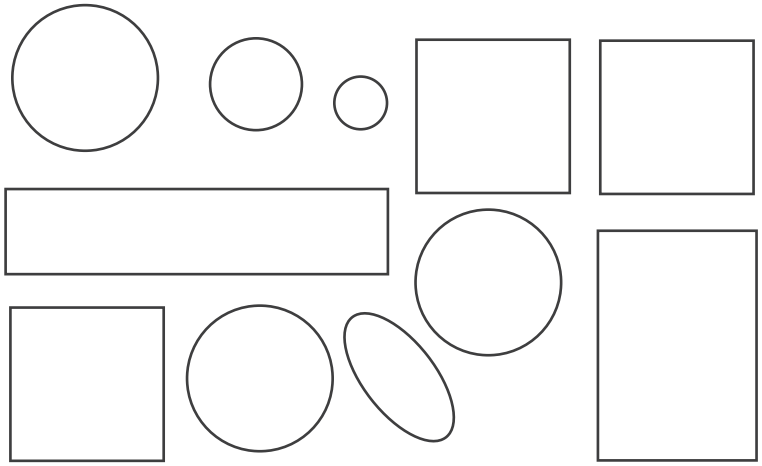
☐ + ☐ = 6

☐ + ☐ = 4

☐ + ☐ = 3

☐ + ☐ = 1

Color the circles that are the same shape and size red.
Color the squares that are the same shape and size blue.



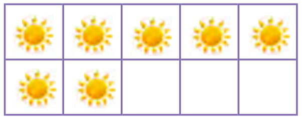
Lesson
82

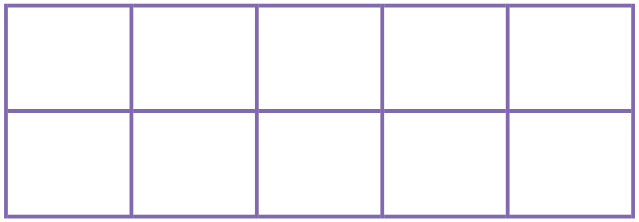
SUBITIZING: GROUPS OF 7

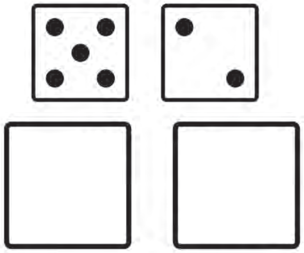
Have the child practice items that are not mastered.

- Lay out the blue clocks from the math box and say the time on each one.
- Watch the video "How to Spell Numbers 7, 8, 9."

○ Read to the child: Today, we are going to practice looking at numbers in a set and seeing that the set contains seven items without counting each item. On this ten frame, we have 5 suns on one row and 2 suns on the next row for a total of 7. In the blank ten frame, draw 7 of any shape you want.

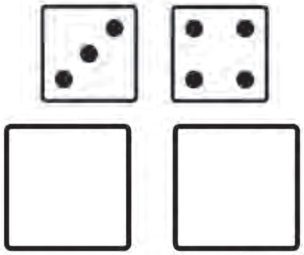






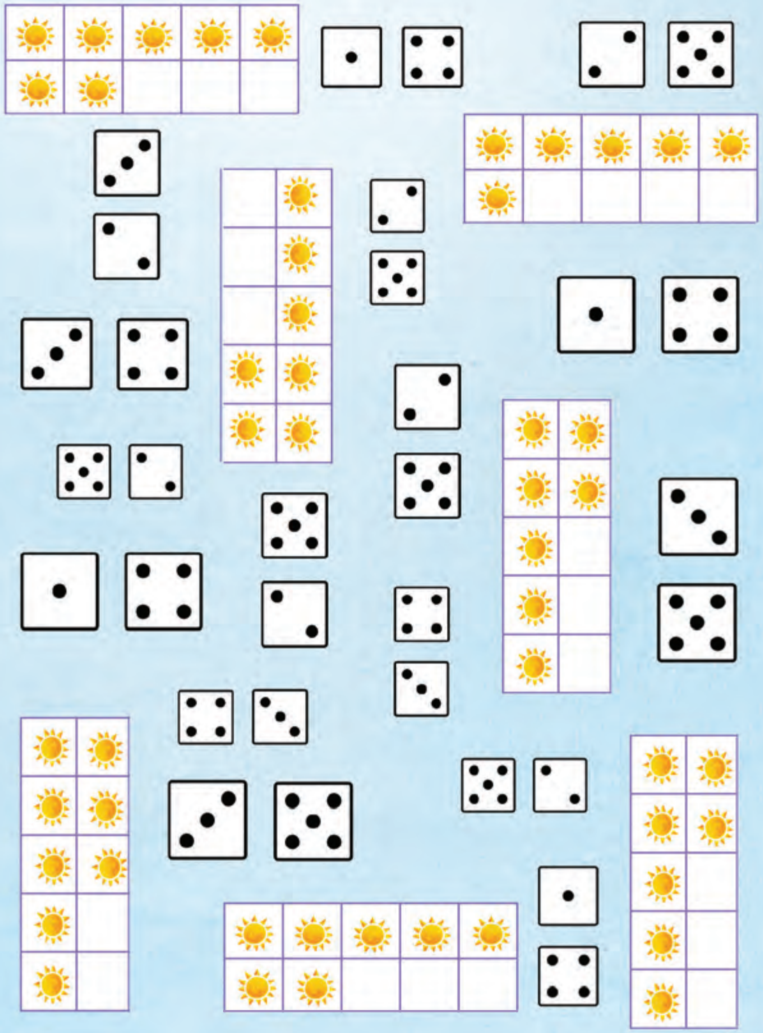
○ Read to the child: As you saw in the ten frame, a row of 5 and a row of 2 is 7 total. A dice with 5 dots and a dice with 2 dots is also 7. Fill in the blank dice to the left to match the set of dice above them.

Then look at the dice with 3 dots and 4 dots; 3 plus 4 is 7. Fill in the blank dice to match the set of dice.



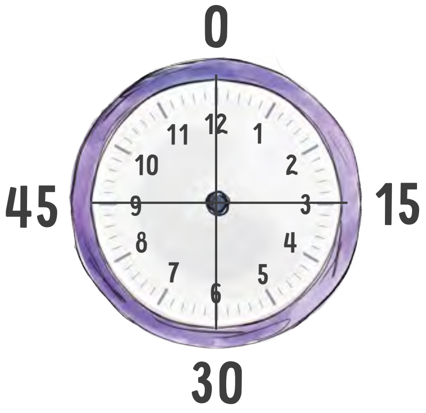
7s Race!

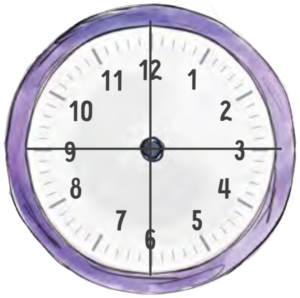
○ Read to the child: As fast as you can, look at each ten frame and set of dice and circle the ones that show 7.



Review

Write the quarters of the clock, as shown in the example below.


0
15
30
45
12
1
2
3
4
5
6
7
8
9
10
11


12
1
2
3
4
5
6
7
8
9
10
11

Subtract the cents. Include the cent sign with your answer.

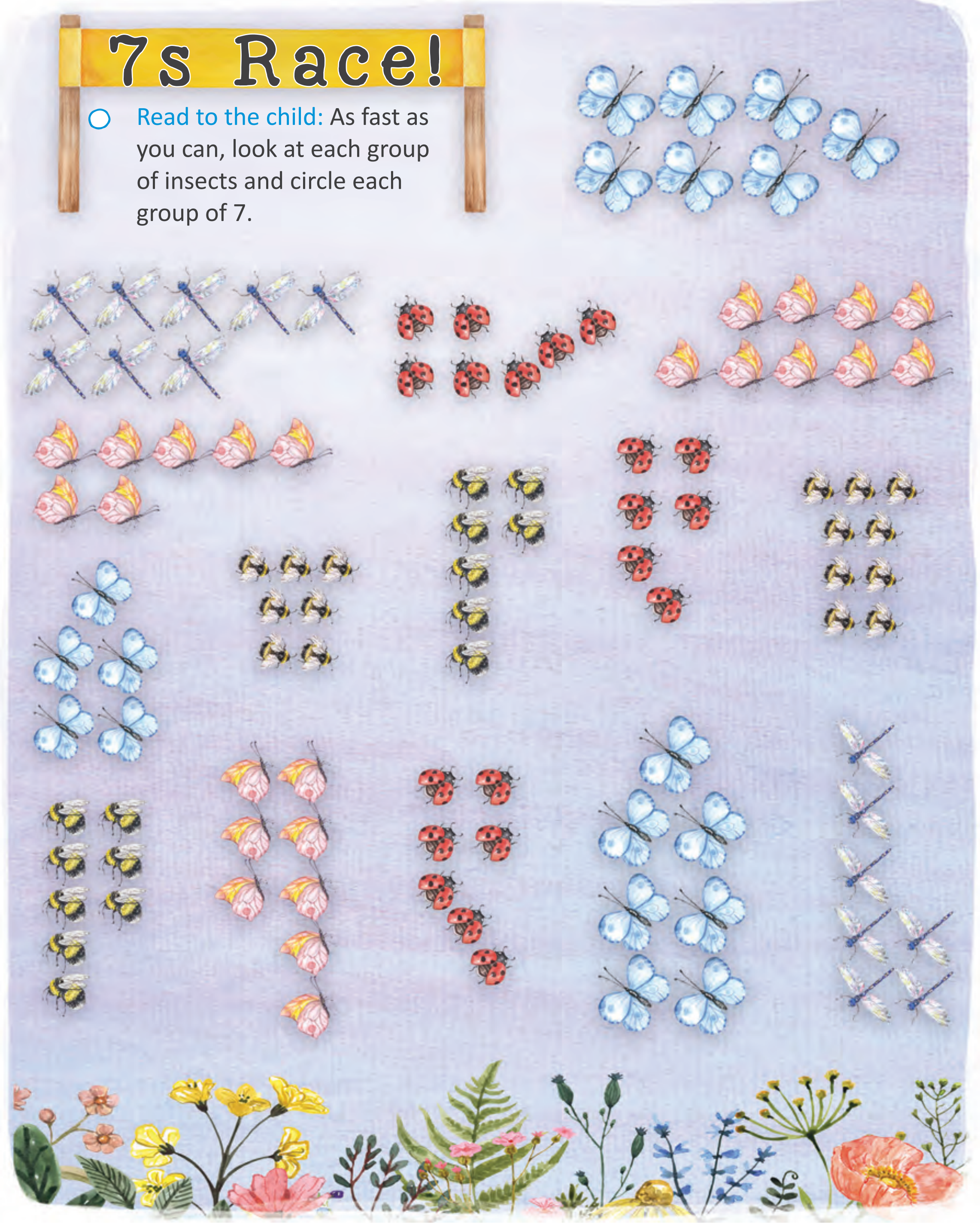
7¢
- 2¢

9¢
- 3¢

5¢
- 2¢

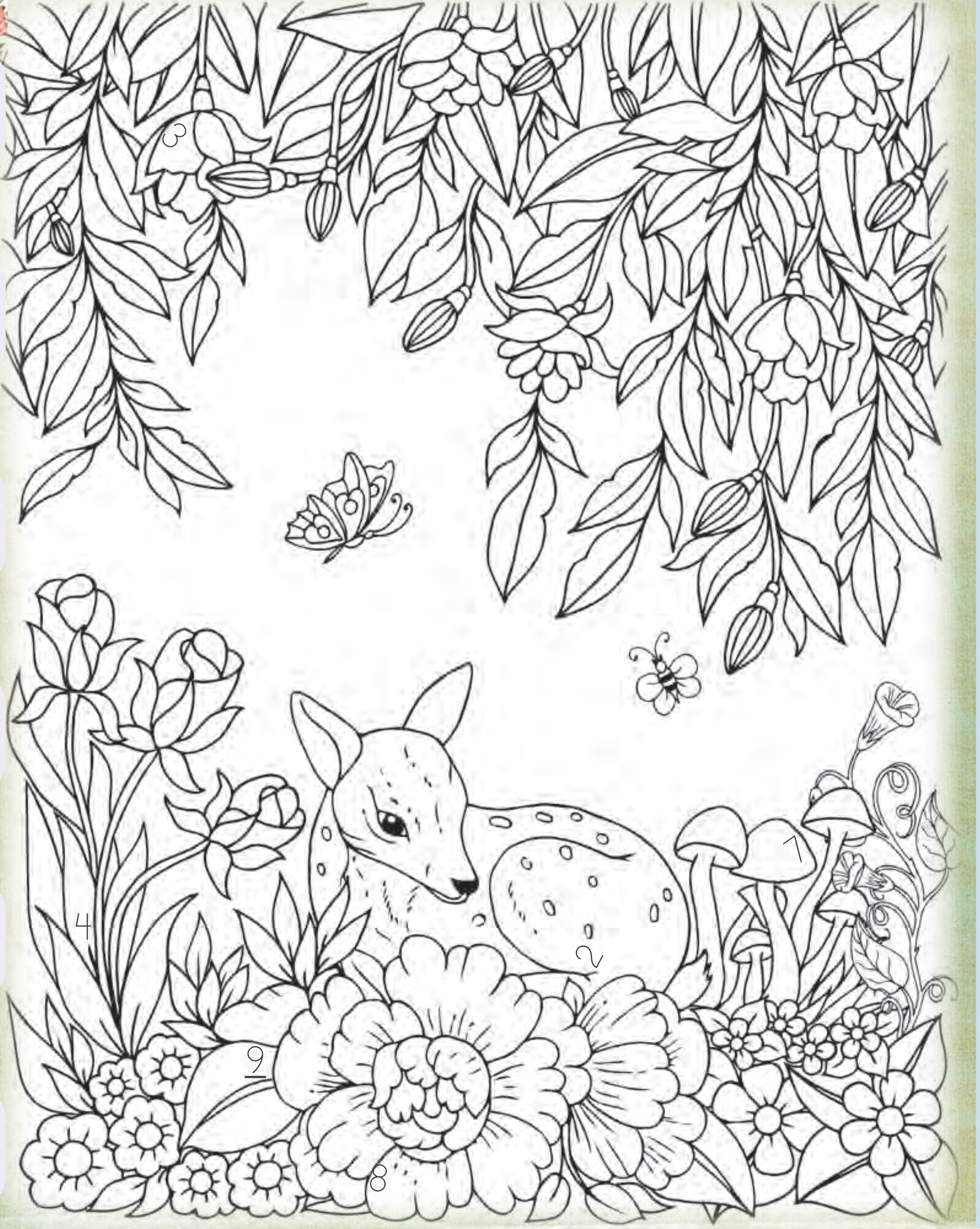
7s Race!

○ Read to the child: As fast as you can, look at each group of insects and circle each group of 7.



Hidden Numbers

Six numbers are hidden in this picture. Color the objects that contain the numbers. In the blank boxes at the left, write the number word for each hidden number.



Complete the problems.

2 + 2 =

3 + 3 =

4 + 4 =

5 + 5 =

6 + 6 =

7 + 7 =

8 + 8 =

Lesson
83

ORDINAL POSITION: PART 2

Have the child practice items that are not mastered.

- On the whiteboard write all the odd numbers from 59 to 70.
- Take the boats out of the math box and, looking at the numbers on the boats, order the boats in a line from the least number to the greatest number.

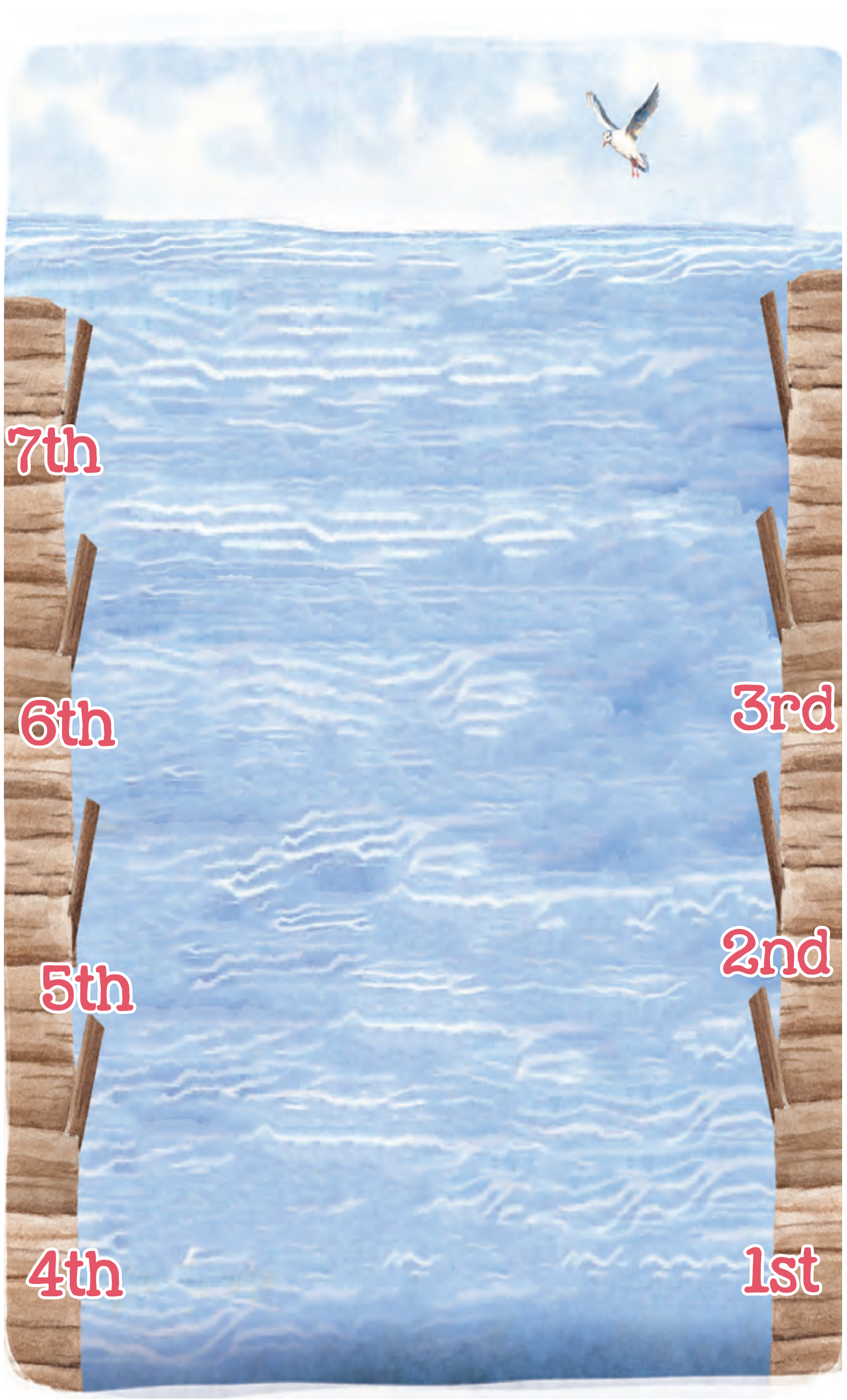
○ Read to the child: Ordinal numbers indicate position in a group. Point to each ordinal number in blue below and say it aloud.

10th 7th 2nd 3rd 1st

9th 4th 5th 6th 8th

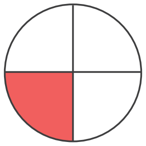
○ Have the child write 1st through 10th (with numbers, not words).

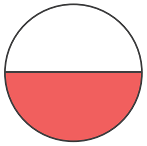
○ Take the boats from the math box. Read to the child: Tugboats help boats in tight harbors to get into the correct dock position. Today, you are the tugboat. Place all seven boats above the docks. Choose a boat to pull into the harbor and dock it on the 1st dock. Continue on in order from 1st to 7th until all the boats are at the docks.

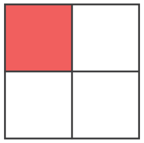


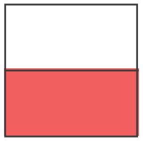
Review

Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.









Complete each problem.

6 + 6 =

2 + 2 =

4 + 4 =

7 + 7 =

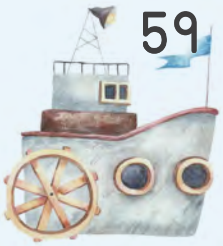
5 + 5 =

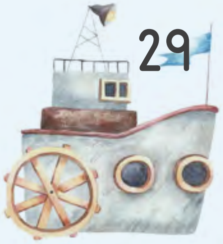
3 + 3 =

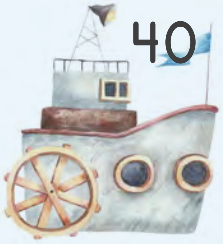
Subtract the cents. Include the cent sign with your answer.

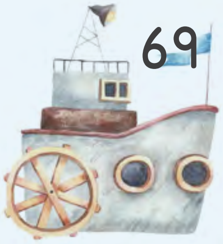
6¢	8¢	4¢	8¢	7¢	9¢
- 2¢	- 3¢	- 2¢	- 2¢	- 3¢	- 2¢

Each tugboat shows how many boats it towed in one day. Write one less and one more than each number.









Lesson
84

STORIES WITH ADDITION AND SUBTRACTION

Have the child practice items that are not mastered.

- Count by 10s from 150 to 170. Then answer these questions: What comes after 149? 159? 169?
- Watch the video "How to Spell Numbers 7, 8, 9."

○ Read to the child: Look at the next page. Lin loves working in her family's garden. In the summer the garden fills with lotus blossoms. Is there an even or odd number of fish in the stream? Is there an odd or even number of birds in the sky? Point to something to the left of the bridge.

Working in a garden requires addition and subtraction. As we go through stories about Lin and her garden today, first determine whether you need to add or subtract. For addition, you have some, and then you have some more. For subtraction, you have some, and then some go away. I will read each story as many times as you need. On a whiteboard write and complete the problem in each story.

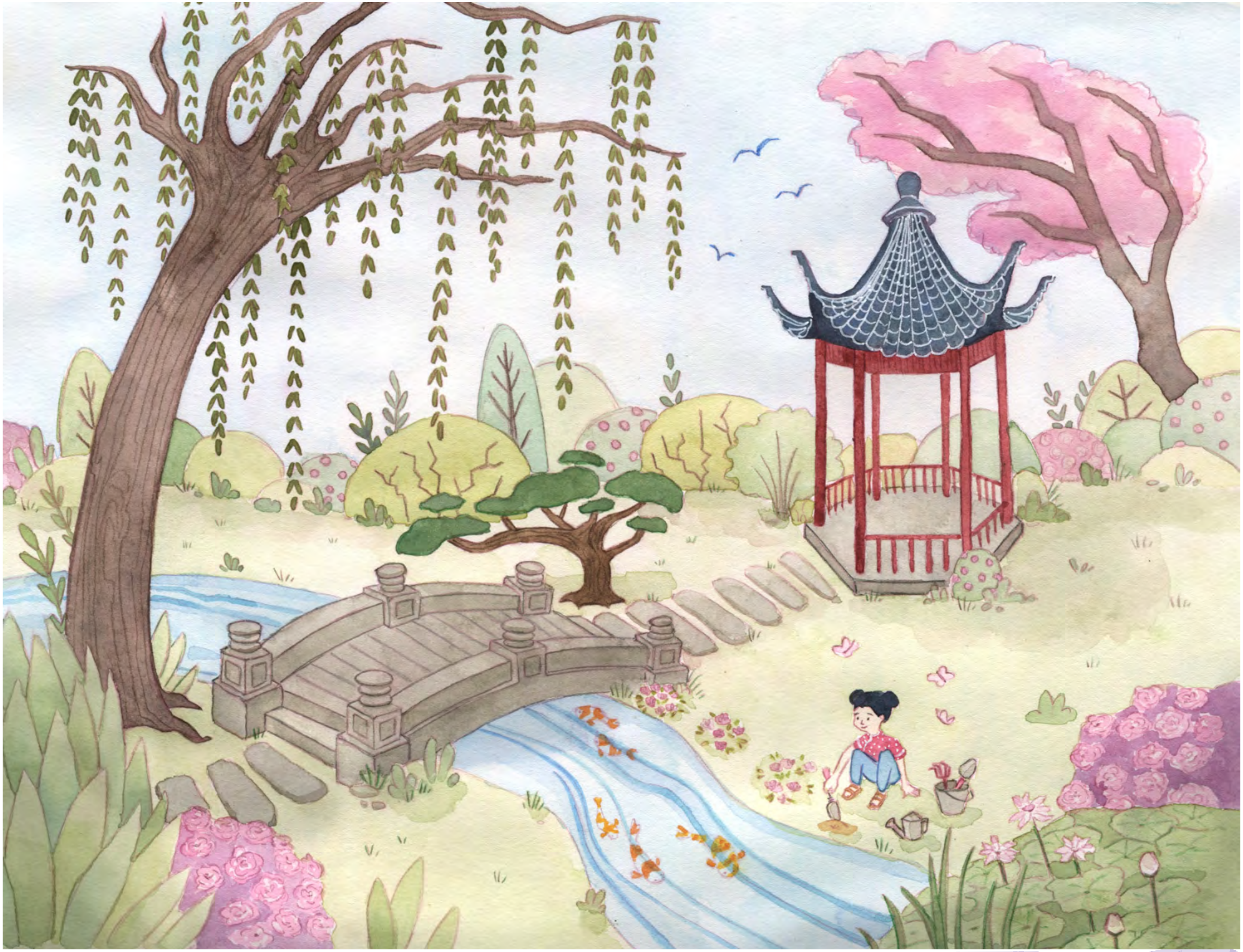
Lin sees 5 koi fish in the water when she goes out to pick weeds in the morning. When she waters the plants later in the day, she sees 4 additional koi fish. How many total fish did she see?

When Lin goes into the garden in the evening, she sees 7 birds sitting on the pagoda. As she watches, 3 of the birds fly away. How many birds are sitting on the pagoda now?

On her way to the garden, Lin decides to count the number of stepping stones in the path. She counts 3 before the bridge and 6 more after the bridge. How many stepping stones did she count?

Lin had 6 seeds on the ground, but a bird came and snatched 2 of the seeds away. How many seeds does she have now?

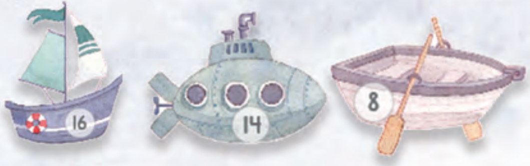
○ Have the child write and complete a subtraction problem and an addition problem of his or her own based on something in the picture.



Boat LOGIC

Take the boats from the math box and follow the clues to place the boats shown in each puzzle on the correct boxes.

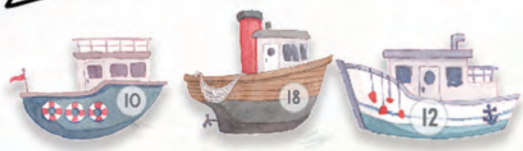
PUZZLE 1



Clue 1: The number 8 boat is to the left of the number 14 boat.

Clue 2: The number 16 boat is not next to the number 8 boat.

PUZZLE 2

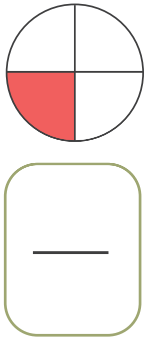


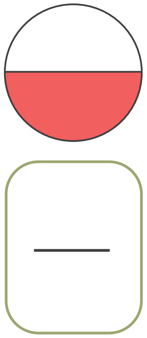
Clue 1: The number 10 boat is in the middle of the other two boats.

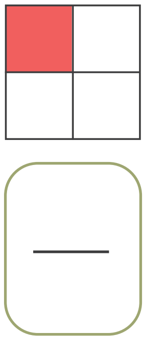
Clue 2: The number 12 boat is to the right of the number 10 boat.

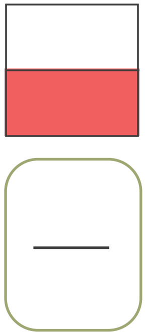
Review

Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.









Write the answer to each addition problem with a number word from the box.

nine **eight** **seven**

9 + 0 = ____________

5 + 2 = ____________

4 + 4 = ____________

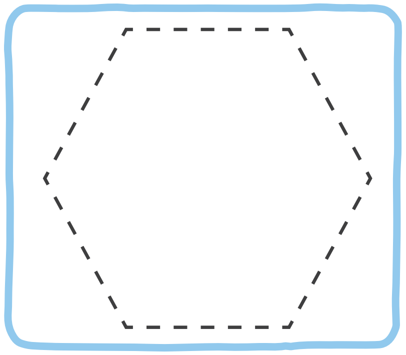
Circle the number that is one greater than the number in the purple box.

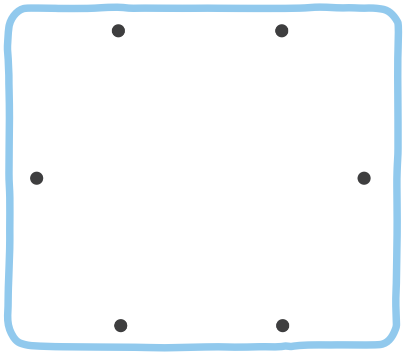
289 290 300

399 400 500

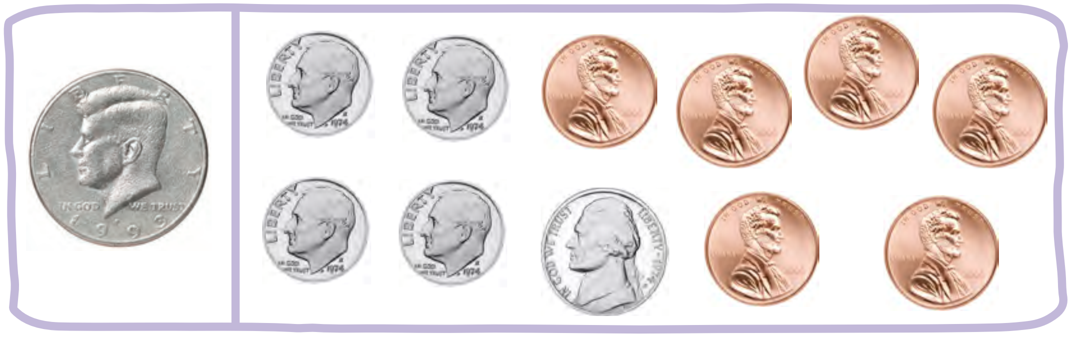
459 470 460

Trace the hexagon in the first box, and then connect the dots with straight line segments to create a hexagon in the second box.





A half-dollar is worth 50 cents. Circle the coins needed to equal the value of the half-dollar.



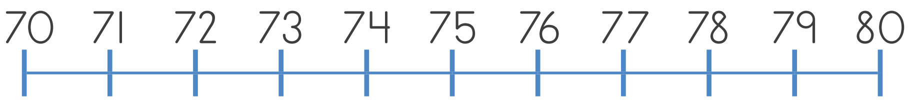
Lesson
85

WRITING NUMBERS 70 TO 80

Have the child practice items that are not mastered.

- List all the even numbers from 0 to 10. [0, 2, 4, 6, 8, 10]
- Count by 5s from 30 to 50.
- Count backward from 30 to 1.
- Count from 280 to 300.
- Take the left/right dice from the math box. Roll the dice and point left or right according to what was rolled. Repeat several times.

○ **Read to the child:** Point to the numbers as you count from 70 to 80.

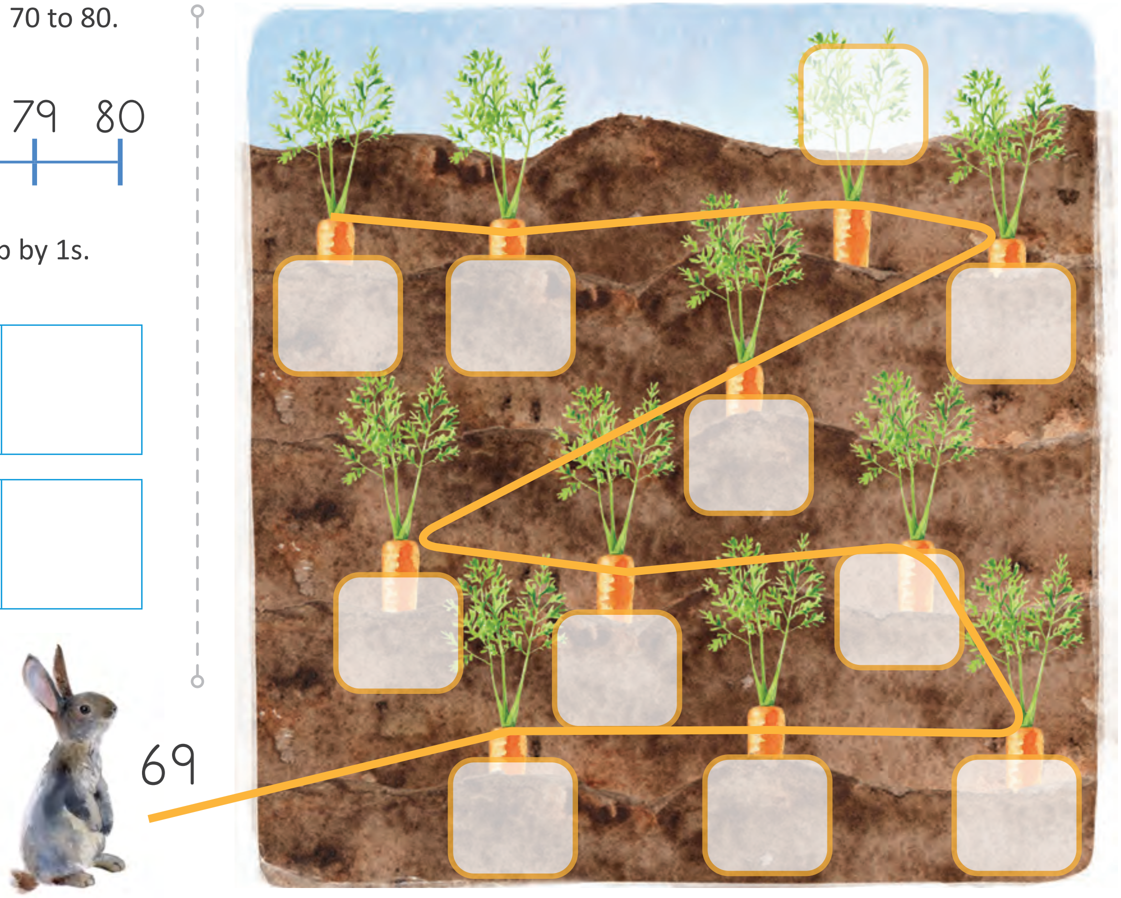


Write the missing numbers in the blank boxes, counting up by 1s.

74		
69		

78		
71		

○ **Read to the child:** The bunny is gathering carrots from the carrot patch for its family. It has 69 carrots already. Write the numbers 70 to 80 in the boxes along the bunny's orange path. Use the number line above if needed.



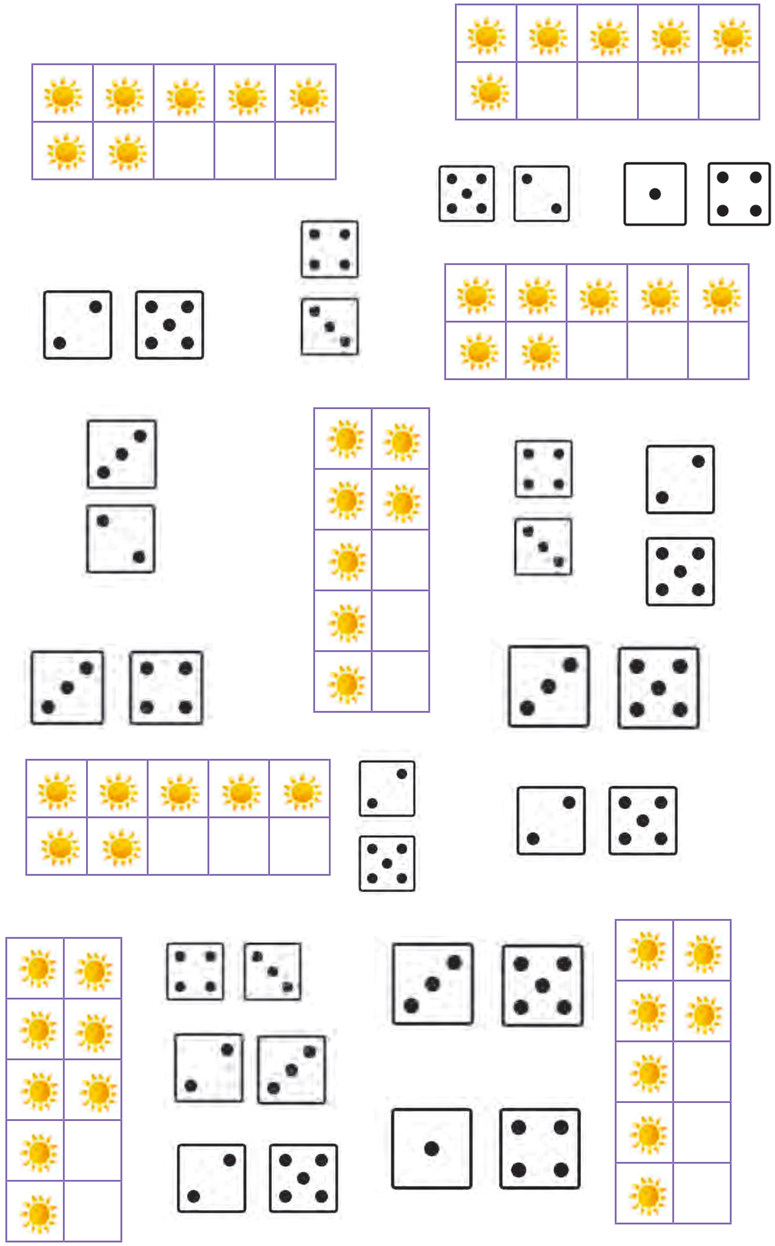
○ Read to the child: Start at 65 and count up from 65 to 80, pointing to each number. When you get to the blanks, write the missing numbers. Then find the number 10. Count by 10s to 100 by following the last column.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	
	72	73		75		77		79	
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Review

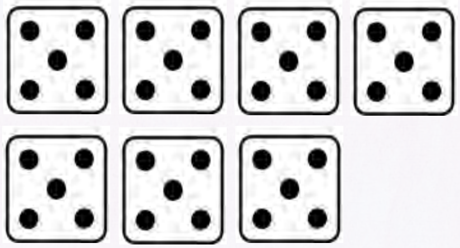
Circle the groups of 7.



What Number Am I?

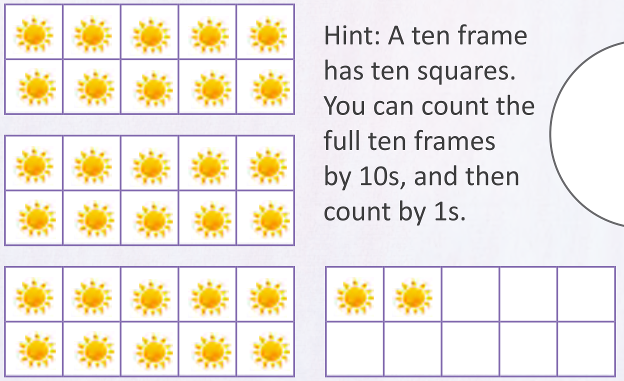
Use the clues in each box to figure out what number to write in each circle.

Hint: Count by 5s.



○

54 ○ 56 ○



Hint: A ten frame has ten squares. You can count the full ten frames by 10s, and then count by 1s.

○

Write the answers to the addition problems in number words.

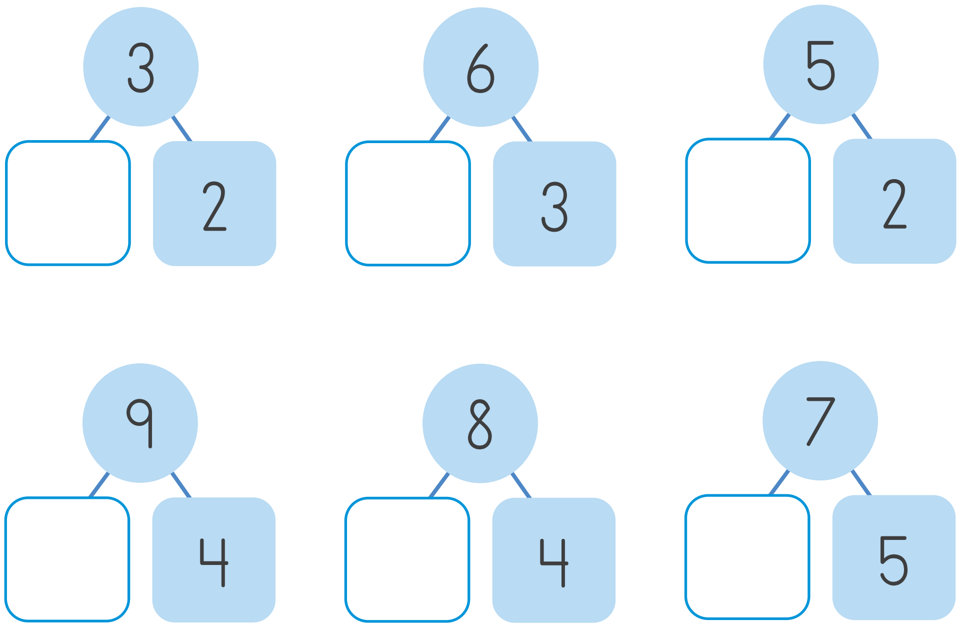
seven	eight	five

4 + 4 = ______________________

5 + 2 = ______________________

3 + 2 = ______________________

Write the missing number in each number bond.



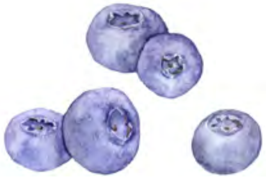
Lesson 86

EVEN AND ODD NUMBERS: PART 2

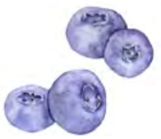
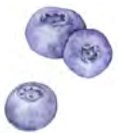
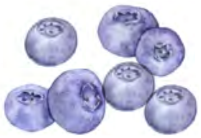
Have the child practice items that are not mastered.

- Count by 5s from 50 to 80.
- Count by 10s from 150 to 170. Then answer these questions: What comes after 149, 159, 169?
- Spell FOUR, FIVE, and SIX aloud.

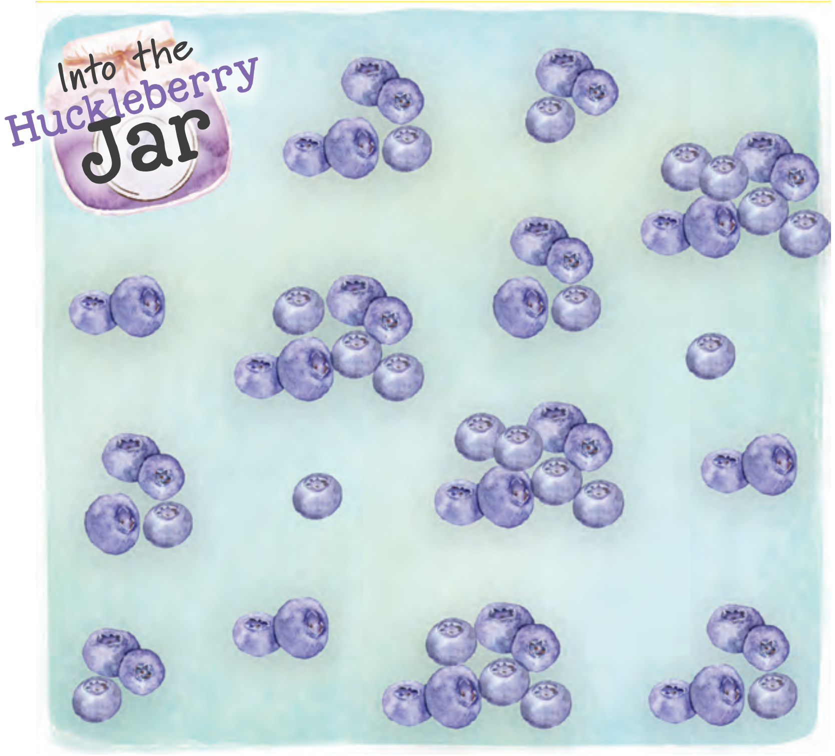
○ **Read to the child:** Isaac and Tyrone are excited to visit their uncle again. They love exploring the woods by his house. Last summer, they found beavers and watched as the beavers made a home. Today, they found a patch of wild berries. They picked a few and showed them to their uncle. How many berries did they pick?



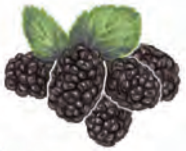
Their uncle says the berries are huckleberries and are good to eat. The boys want to split the ones they picked. Can they evenly divide these berries? No, they picked an odd number of berries. An odd number is a number that can't be split in half evenly. How many berries could each boy have? [2] How many are left over? [1] In the boxes below, write the number of berries in each group, and then circle the odd numbers.

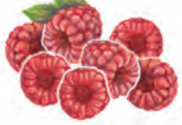
 ☐  ☐  ☐

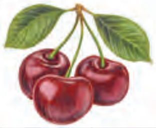
○ **Read to the child:** Uncle Ben tells the boys that if they pick enough berries, he will make a delicious syrup to put on pancakes for breakfast in the morning. Circle the groups of berries with even numbers to add to the jar.



○ **Read to the child:** Write the number word for each odd-numbered group of fruits below.







○ Read to the child: Each berry is worth 5, so we can skip count by 5s to find the total number of berries picked by each person. Then use the pictograph to answer the questions below.

Person	Number of Berries Picked	Total
Uncle Ben	● ● ● ●	
Aunt Ann	● ● ●	
Isaac	● ● ● ● ●	
Tyrone	● ● ● ● ● ●	

● = 5

How many berries did Uncle Ben pick?

How many berries did Isaac pick?

How many berries did Tyrone pick?

How many berries did Aunt Ann pick?

Review

Complete each problem.

4 + 4 =

2 + 2 =

1 + 1 =

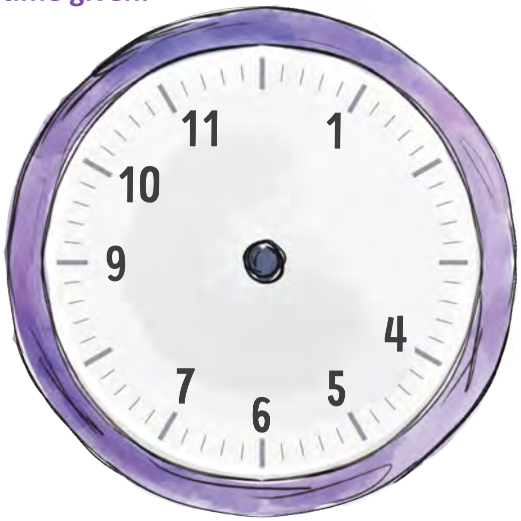
7 + 7 =

6 + 6 =

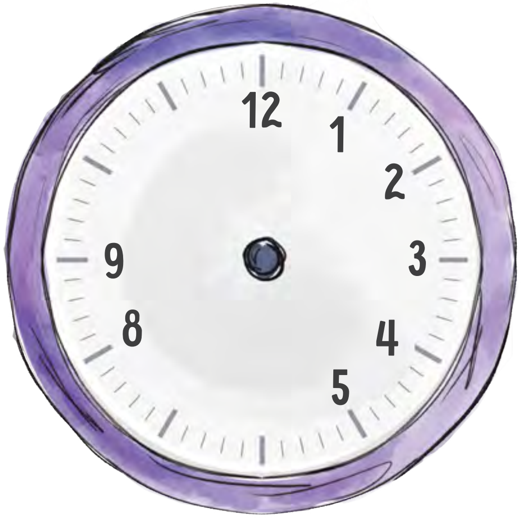
5 + 5 =

8 + 8 =

On each clock fill in the missing numbers and draw the clock hands to show the time given.

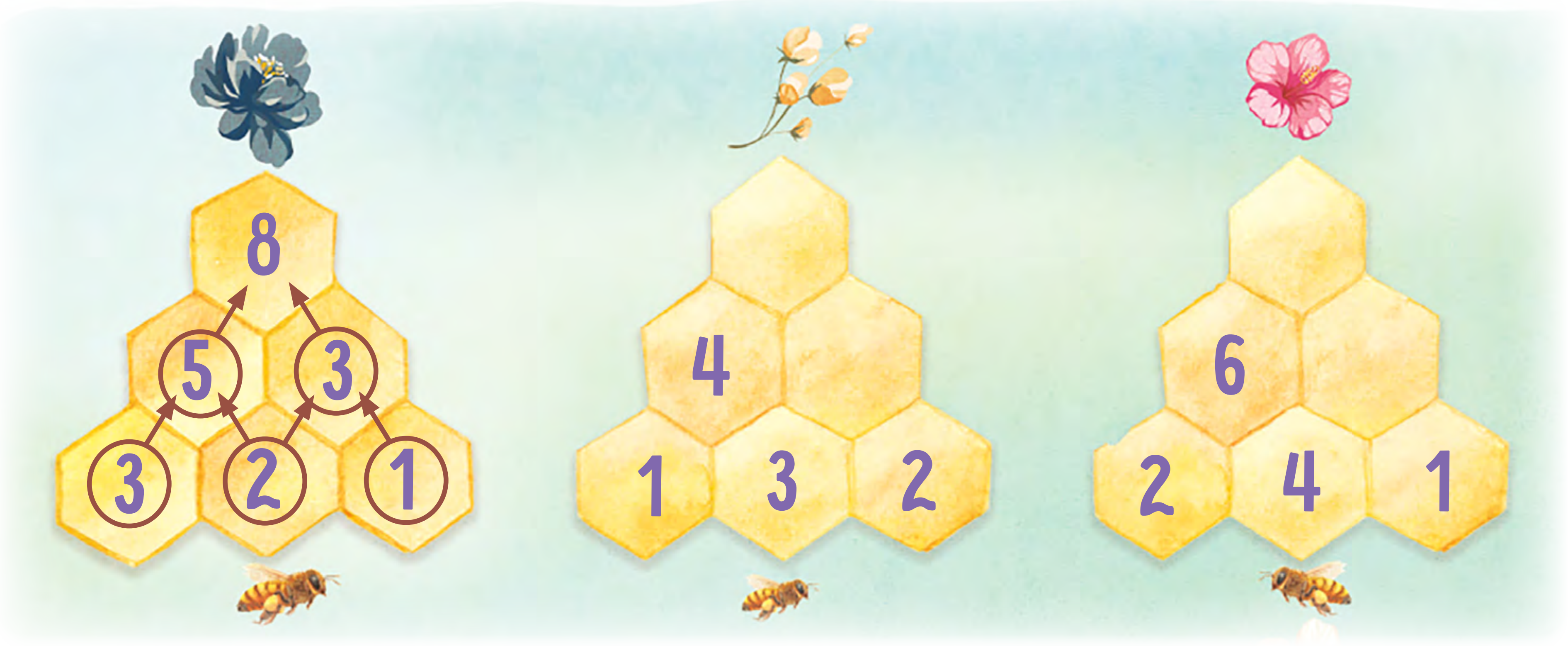


11:15



9:30

Help each bee get over the honeycomb to reach the flower. Add two numbers that are side by side and write the answer in the hexagon above them. Continue until you reach the flower. The first one is done for you.



Subtract the cents. Include the cent sign with your answer.

6¢
− 1¢

7¢
− 4¢

8¢
− 3¢

Write in the missing numbers, counting by 2s.

54		58				66
68	70		74		78	

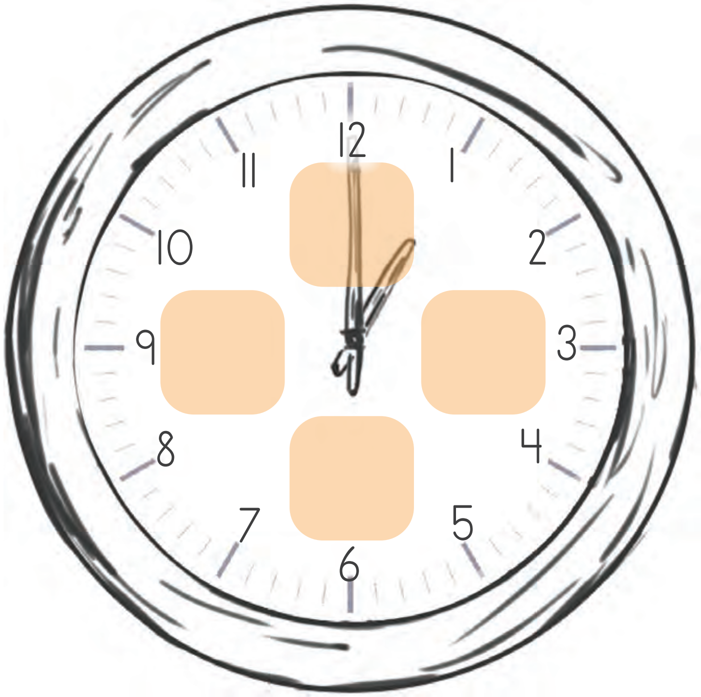
Lesson
87

TELLING TIME TO 5 MINUTES

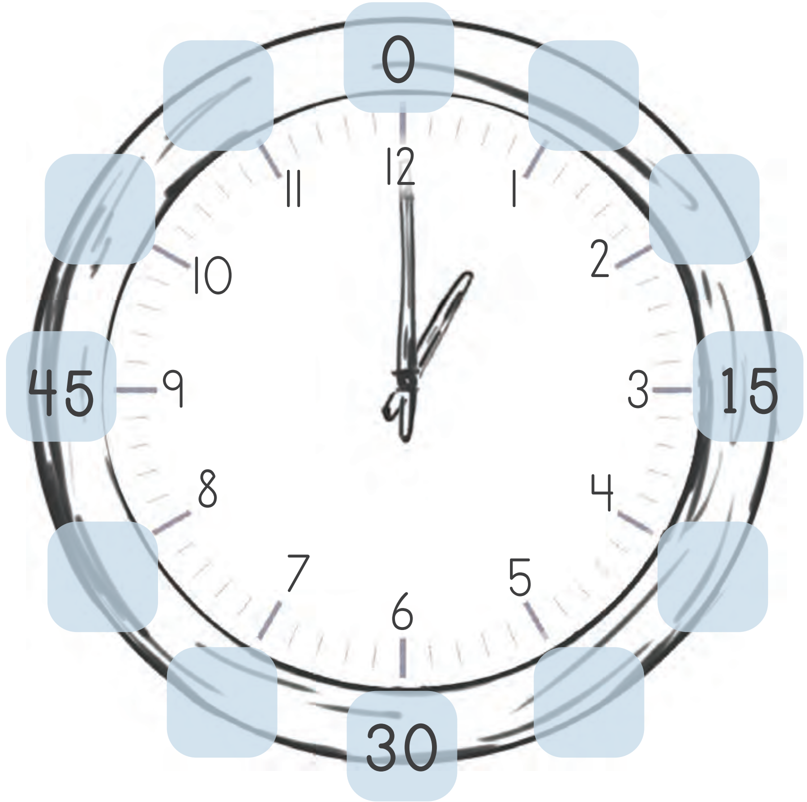
Have the child practice items that are not mastered.

- Say the name of each coin and its value:
- Count from 390 to 410.

○ Take the clock with movable hands from the math box. Read to the child: Let’s review the quarters of a clock. Write 0, 15, 30, and 45 in the orange squares; this is skip counting by 15s. What number is the minute hand on when it is 12:45? Have the child show the following times on the clock with movable hands: 12:00, 12:15, 12:30, 12:45.



○ Read to the child: Look at the next clock. Each of the 12 numbers on the clock is five minutes apart. Start at 1. Count each small line after 1 until you get to 2 with me. Each small line represents one minute. There are five minutes from one number to the next. Instead of counting each small line, it’s easier and faster to skip count by 5s for each number on the clock. Write the correct minutes in the blue boxes by counting by 5s. Some of the boxes are filled in for you.

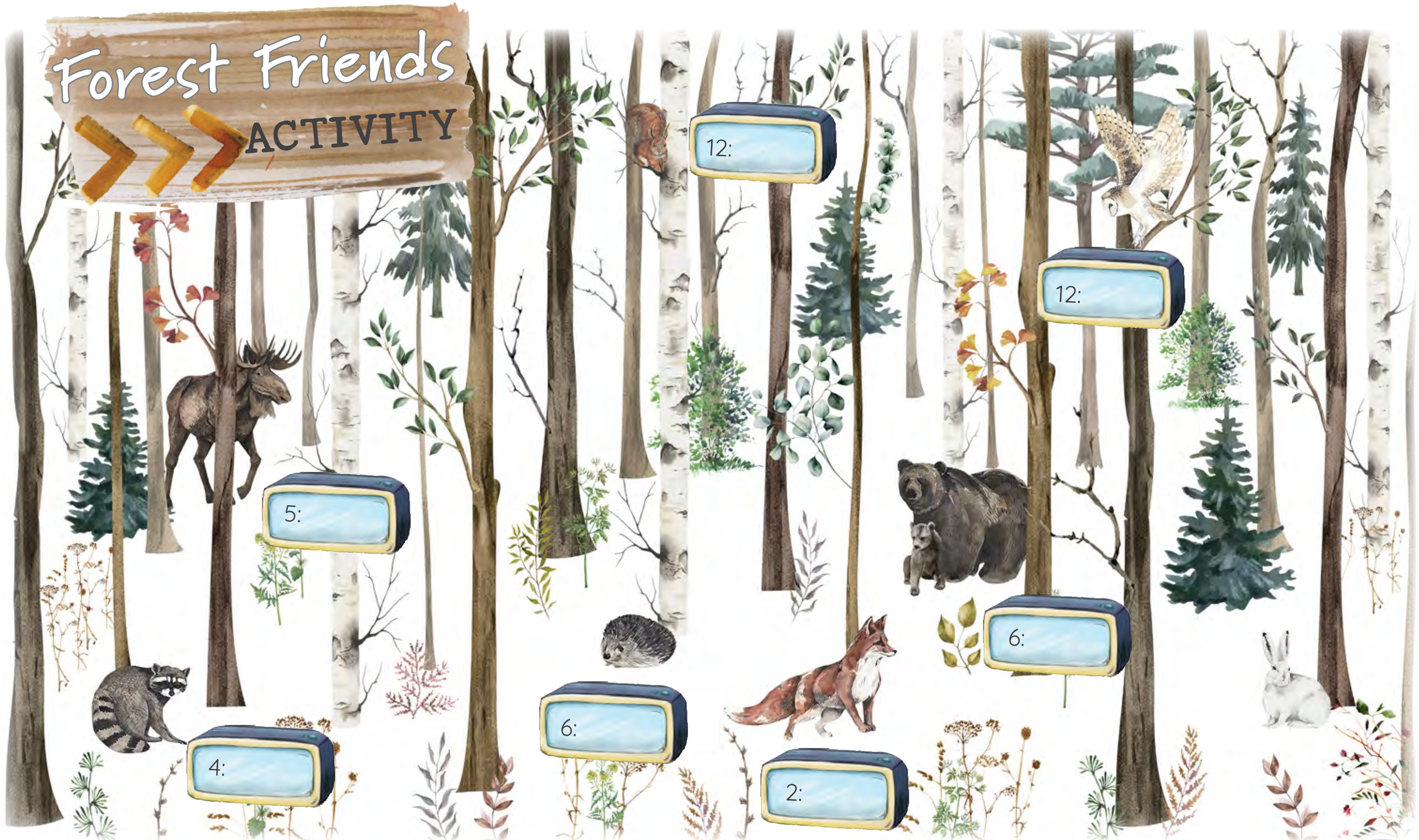


○ Have the child show the following times on the clock with movable hands: 1:05, 1:10, 1:20, 2:25, 2:35, 2:40, 2:50.

○ Give the child the clock with movable hands from the math box. Read to the child: Let’s do the “Forest Friends Activity.” I will tell you something that each creature did at a certain time. You finish filling in each digital clock, and then show me the time on the clock with movable hands.

1. It is 12:05. It is dark, and the owl is leaving its perch.
2. At 2:55 in the morning, while the forest is dark, the fox is hunting.
3. At 4:10 in the morning, the forest is still dark, and the raccoon is searching for berries.
4. At 6:35 the sun is rising. The bear and her cub are waking up.
5. At 12:20 the sun is high overhead as the squirrel is gathering nuts.
6. At 5:00 the sun is getting lower in the sky as the moose is eating twigs.
7. At 6:30, when people in the nearby village are eating dinner, the hedgehog is waking up; it has been sleeping all day.

Forest Friends ACTIVITY



Review

Complete each problem.

33	52	25	40
+ 21	+ 11	+ 12	+ 20

Write the answer to each addition problem with a number word from the box.

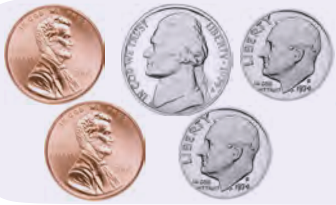
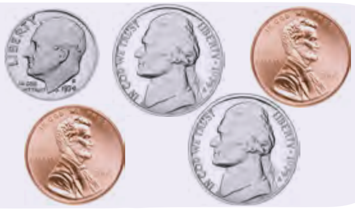
seven eight nine

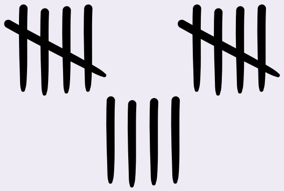
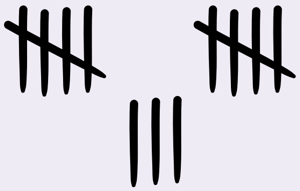
5 + 3 = ____________________

6 + 1 = ____________________

4 + 5 = ____________________

Write the less than, greater than, or equal to symbol (<, >, =) in each blue circle to compare the two sides.

 ○ 

 ○ 

8 + 1 ○ 5 + 5

Number Words

Word Search

one, three, four, seven, eight, nine

e	i	g	h	t	e	s	z
c	r	l	i	w	s	e	i
f	s	o	r	m	n	v	e
o	a	n	h	z	n	e	r
u	c	e	t	n	i	n	e
r	s	h	c	o	i	f	s
f	t	h	r	e	e	e	e

Lesson
88

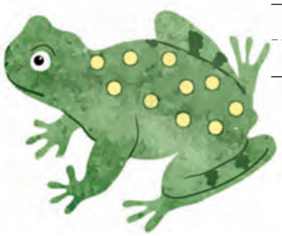
WRITING TEN, ELEVEN, TWELVE

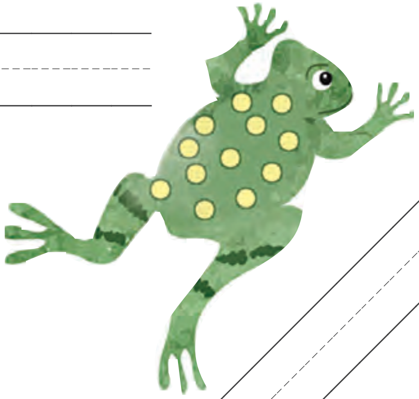
Have the child practice items that are not mastered.

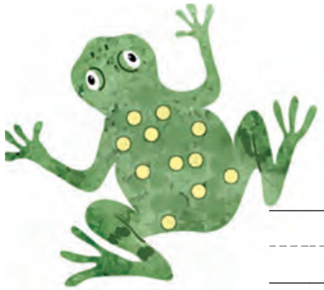
- Spell FOUR, FIVE, and SIX aloud.
- List all the even numbers from 0 to 10. [0, 2, 4, 6, 8, 10]
- Raise your left hand and then your right hand.
- Say each time two different ways (e.g., 2:15 or quarter after two), and then set the times on the clock with movable hands: 2:15, 9:15, 4:15, 12:15.

○ Watch the "How to Spell Numbers 10, 11, 12" video three times on The Good and the Beautiful Kids YouTube channel.

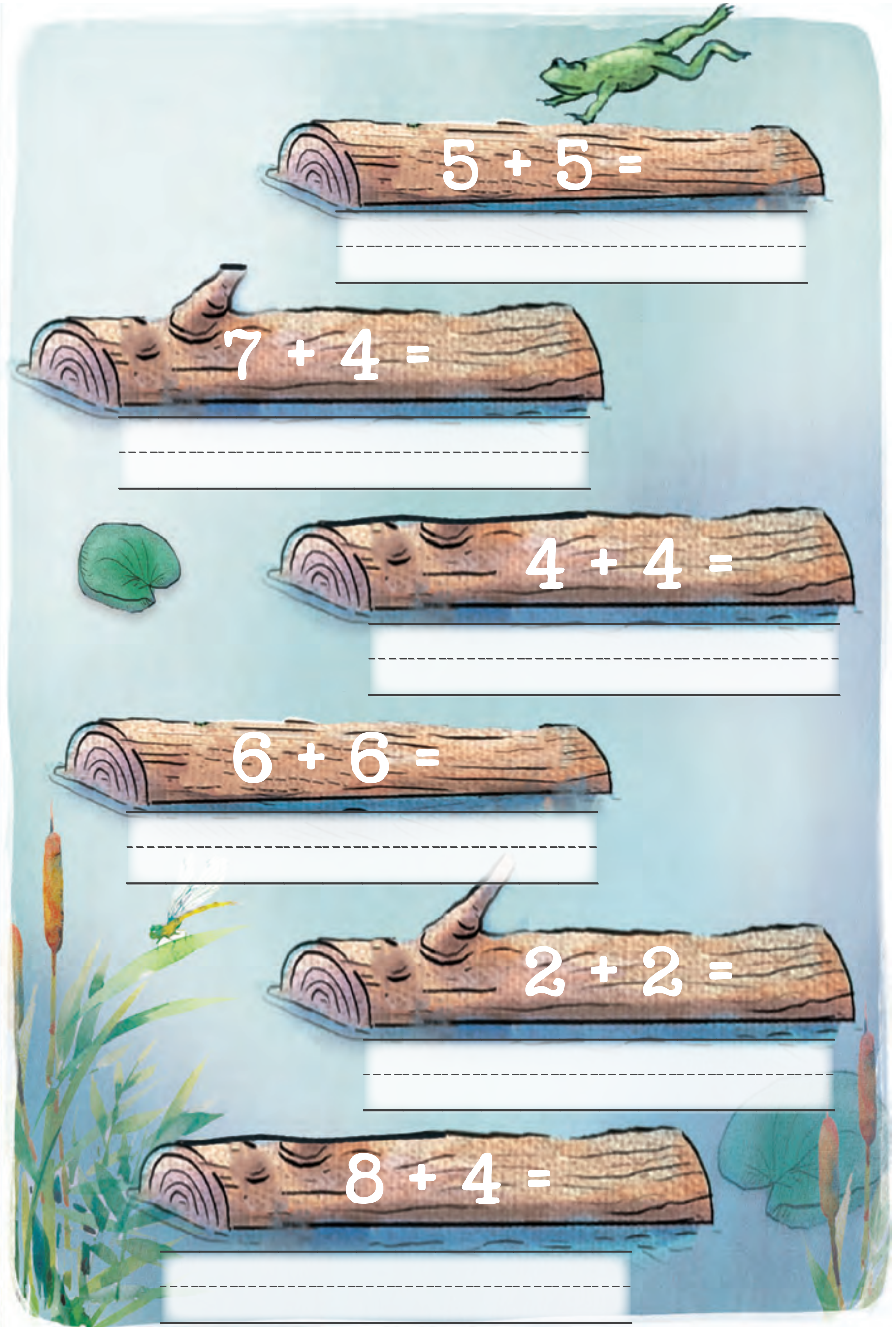
○ Have the child count the spots on each frog with the tip of a pencil and then write the number in word form on the line.





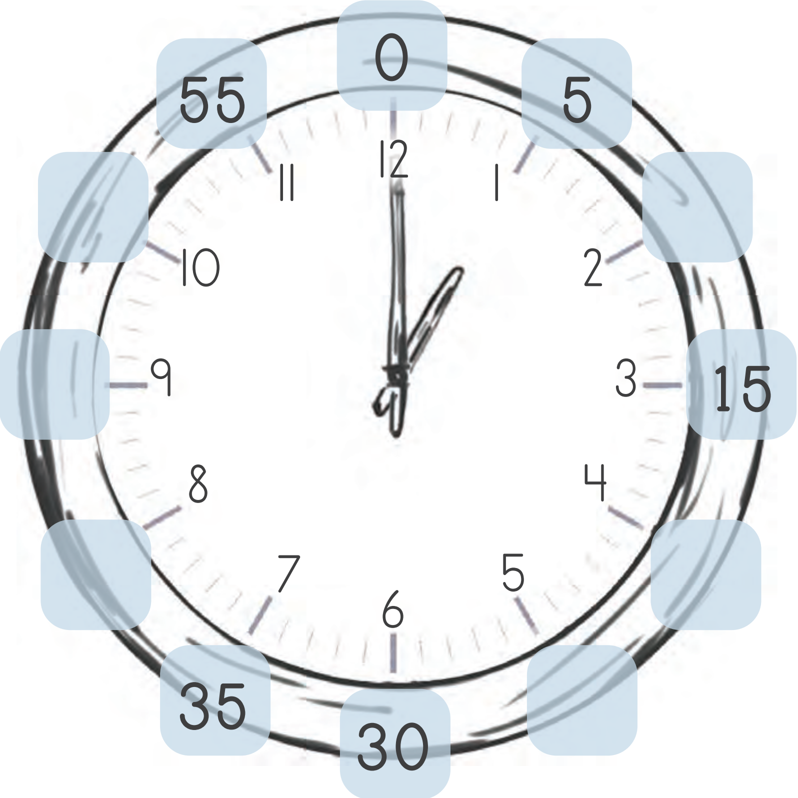


○ Read to the child: Help the frog get across the pond by writing the answer to each problem. Write the answers in words.



Review

Write the correct minutes in the blue boxes by counting by 5s. Some of the boxes are filled in for you.


0
5
15
30
35
55
12
1
2
3
4
5
6
7
8
9
10
11

Use the pictograph to answer the questions below.

Person	Number of Berries Picked	
Sam	● ● ● ● ●	
Ann	● ● ●	
Bill	● ●	
Tom	● ● ● ●	

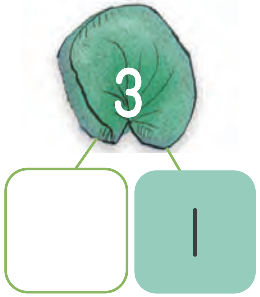
● = 5

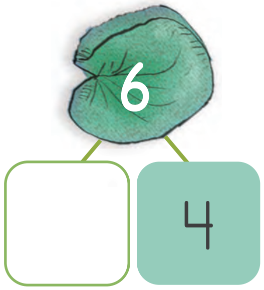
How many berries did Ann pick?

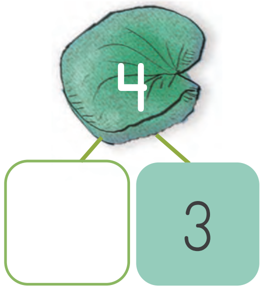
How many berries did Sam pick?

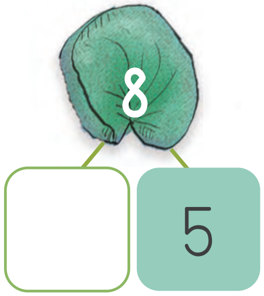
How many berries did Tom pick?

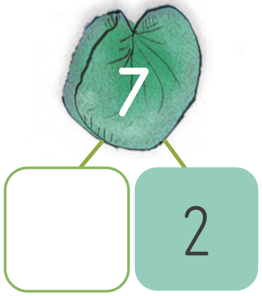
Write the missing numbers in the number bonds.

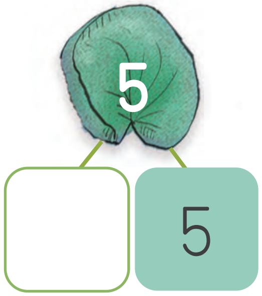












Lesson
89

ADDING 10 TO A NUMBER: PART 1

Math
Clock
GAME

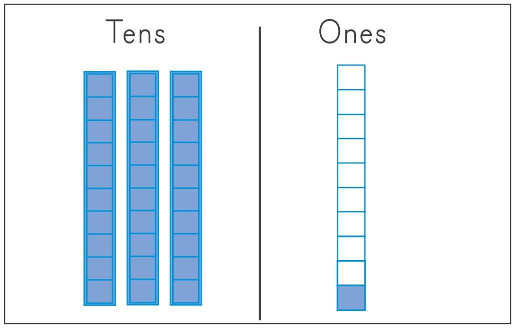
Lay out the math clocks on the table with the blue sides showing. Without looking, you and the child each choose a clock, turn it over, and say what time the clock shows. Assuming that all times are in the morning, have the child determine who has the clock with the earlier time. That person gets to keep the clock. The other clock is returned to the table with the rest of the clocks for the next round. Continue playing until there is only one clock left. The person with the most clocks wins. Explain that this is a game of chance, and it doesn't matter who wins. It is just a fun way to practice telling time.

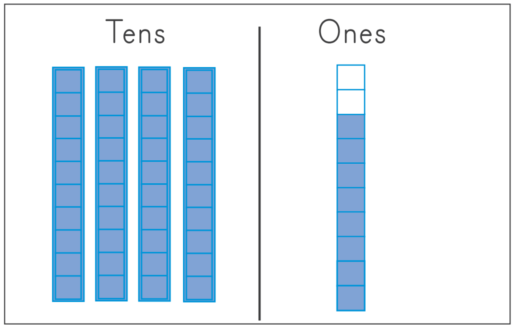
Have the child practice items that are not mastered.

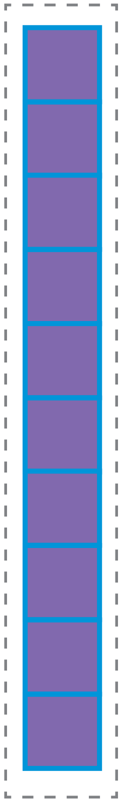
- Watch the video "How to Spell Numbers 10, 11, 12."
- Say how many are in a dozen. [12]
- Spell FOUR, FIVE, and SIX aloud.
- List all the odd numbers from 0 to 10. [1, 3, 5, 7, 9]

○ On the dashed lines, cut out the ten stick on the right-hand side of this page. Read to the child: Today, we are going to have fun working with place value pieces to practice adding 10 to a number. First, let's review.

For each of the following boxes, write in the purple box the number of ten sticks under the tens column and the number of one blocks under the ones column. Then tell me which digit is in the tens place, which digit is in the ones place, and what number they create.







○ Have a whiteboard and dry-erase marker ready. Read to the child: Look at Chart #1. How many full ten sticks are in the tens column? [2] How many one blocks are in the ones column? [2] What number is represented? [22] Write 22 on the whiteboard.

○ Give the child the full ten stick you cut out. Read to the child: Place this full ten stick on Chart #1. We always place full ten sticks in the tens column. By adding the ten stick, we added 10 more. Now what number is represented on the chart? [32] Erase the first 2 in the number 22 and replace it with a 3 to show that we now have the number 32.

When you add 10 to a number, the digit in the tens place increases by 1, and the digit in the ones place stays the same.

Take the ten stick off Chart #1. Repeat the same steps for the other charts.

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for
double-
sided
printing
purposes.

Chart #1

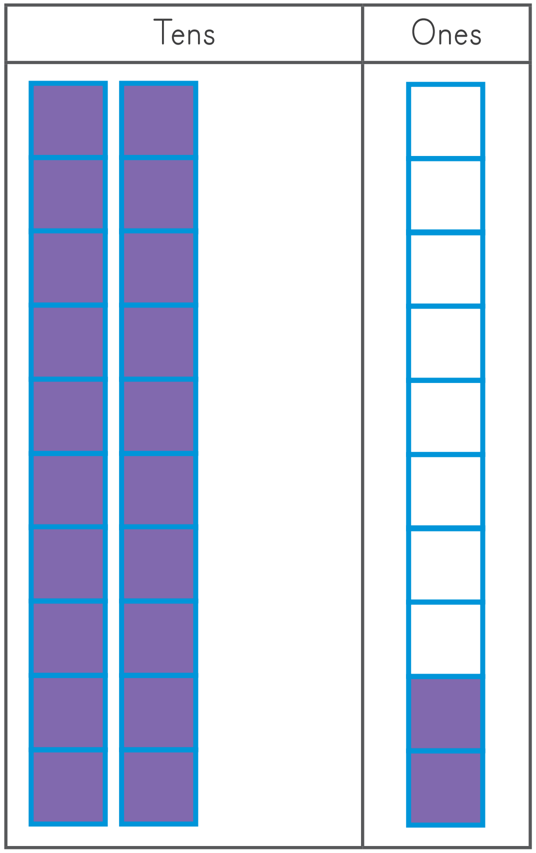


Chart #2

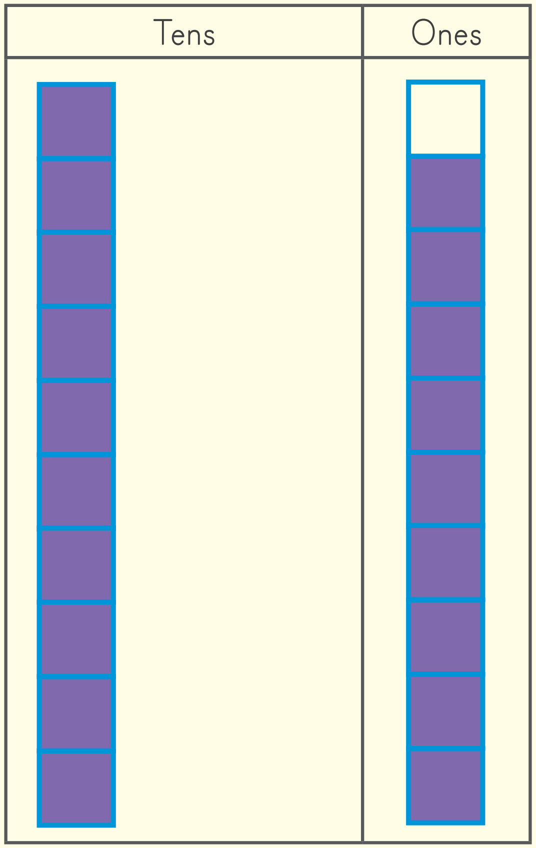
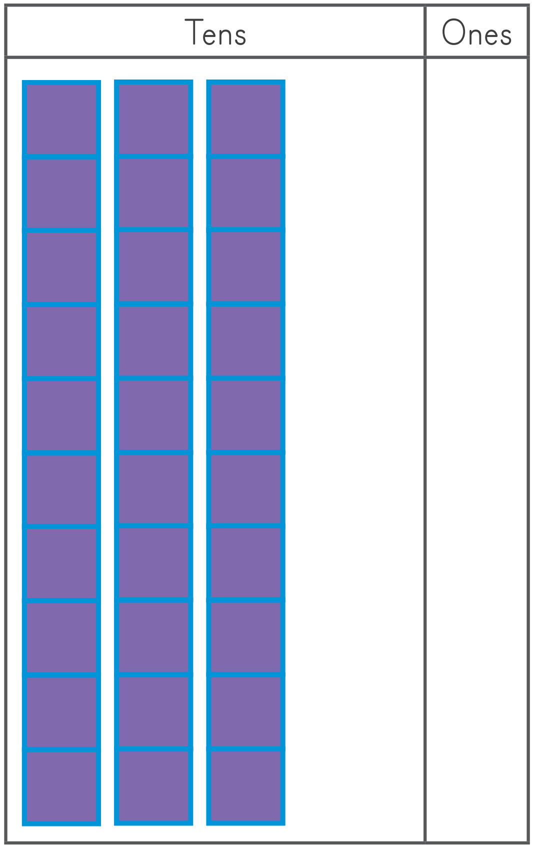
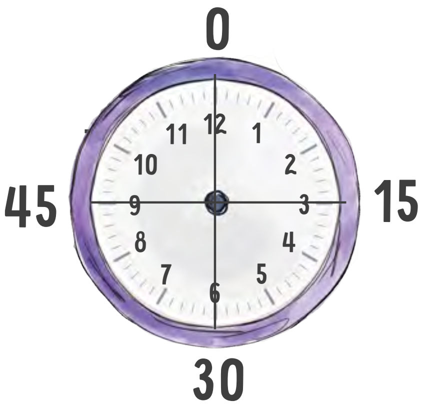


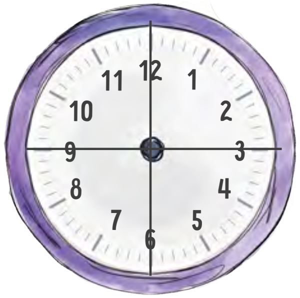
Chart #3



Review

Write the quarters of the clock. Refer to the example shown.





Subtract the cents. Include the cent sign with your answer.

5¢
- 2¢

9¢
- 4¢

8¢
- 3¢

Complete each problem.

14 + 2 =

20 + 0 =

13 + 2 =

12 + 3 =

17 + 0 =

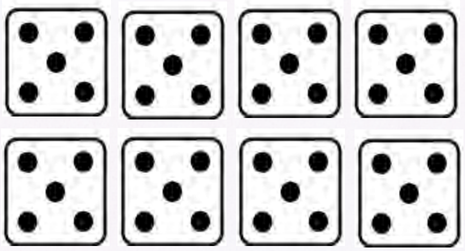
11 + 2 =

15 + 3 =

What Number Am I?

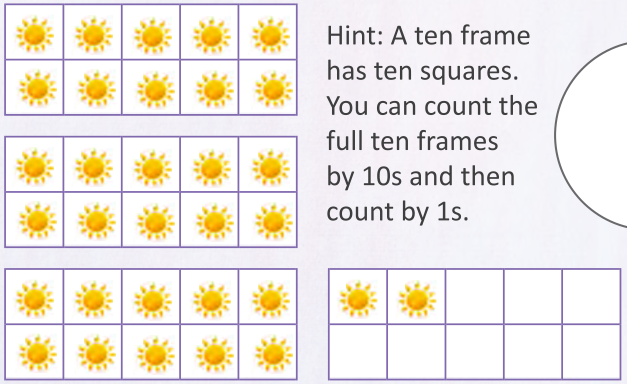
Use the clues in each box to figure out what number to write in each circle.

Hint: Count by 5s.



○

77 ○ 79 ○



Hint: A ten frame has ten squares. You can count the full ten frames by 10s and then count by 1s.

○

Lesson
90

ADDING 10 TO A NUMBER: PART 2

Have the child practice items that are not mastered.

- List all the even numbers from 0 to 10. [0, 2, 4, 6, 8, 10]
- Count by 5s from 50 to 80.
- Recite a parent's phone number.
- Say how many are in a dozen. [12]

○ Read to the child: You have learned that when you add 10 to a number, the digit in the tens place increases by 1, and the digit in the ones place stays the same. For each number below, point to the tens place and tell me what is 1 greater than that digit. Then write the number plus 10 in the box. If there is no digit in the tens place, there are 0 tens. One more than 0 is 1.

16 ☐

22 ☐

8 ☐

31 ☐

○ Read to the child: For each addition problem, look at the number being added to 10 and circle the digit in the tens place. Increase that digit by 1. Then write the final answer in the box.

53 + 10 = ☐

42 + 10 = ☐

21 + 10 = ☐

67 + 10 = ☐

○ Take a quarter, a dime, and a penny from the math box. Read to the child: Pick up each coin, tell me its value in cents, and then tell me what 10 cents more would be.

○ Take the 1–6 dice from the math box. Read to the child: Roll the dice five times and tell me what 10 plus the number on the dice is each time you roll it.

○ Read to the child: I will tell you a number. You add 10 to the number in your mind and tell me the answer: 15, 6, 79, 4.

Review

Subtraction the cents. Include the cent sign with your answer.

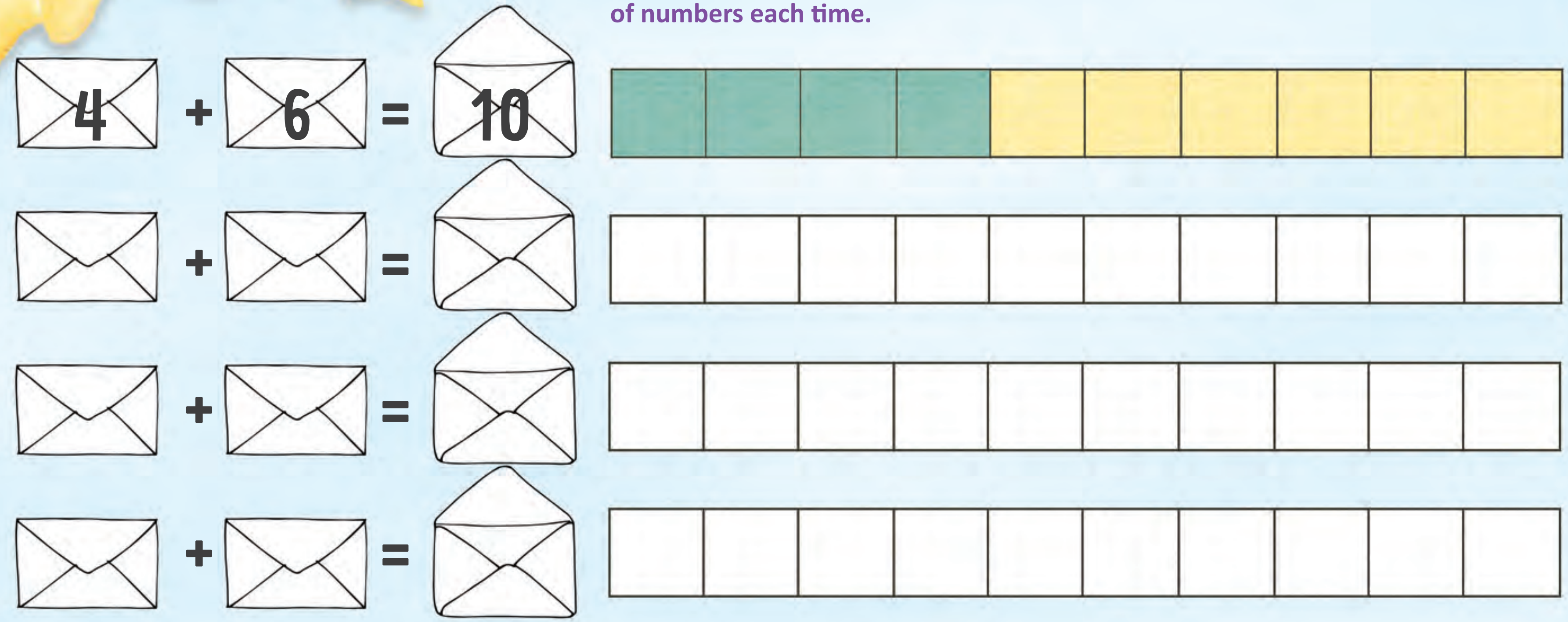
$$\begin{array}{r} 5¢ \\ -\ 2¢ \\ \hline \end{array} \qquad \begin{array}{r} 8¢ \\ -\ 2¢ \\ \hline \end{array} \qquad \begin{array}{r} 6¢ \\ -\ 4¢ \\ \hline \end{array}$$

Complete each problem.

8 + 3 = ☐
3 + 1 = ☐
6 + 2 = ☐
7 + 2 = ☐
9 + 4 = ☐
7 + 6 = ☐
4 + 5 = ☐
8 + 5 = ☐
5 + 7 = ☐

Making Ten

Using two colors, fill in the white blocks below. Then write an equation on the envelopes. The first one is completed as an example. Use different combinations of numbers each time.



Lesson
91

SUBTRACTION: TAKE AWAY 10

Have the child practice items that are not mastered.

- Say one more than each of these numbers:

199 299 499 699 799 899

- Count backward from 30 to 10.

Supplies

ruler

○ Read to the child: To subtract 10 from a number, the digit in the tens place decreases by 1, and the digit in the ones place stays the same. For each number below, point to the digit in the tens place and tell me what is 1 less than that digit. Then write the number minus 10 in the box.

16 ☐ 22 ☐

48 ☐ 31 ☐

○ Read to the child: For each problem look at the number that 10 is being subtracted from. Circle the digit in the tens place. Decrease that digit by 1. Then write the final answer in the box.

42 - 10 = ☐

31 - 10 = ☐

30 - 10 = ☐

67 - 10 = ☐

○ Take the boats from the math box. Place a boat on each subtraction problem on the next page. Read to the child: A storm arose, and all the boats need to get to the safety of the harbor. Take off each boat, and then complete the problem under it. Say the answer aloud. Choose the boats in the order that you think will weather the storm the best. For example, first take off the boat that you think would be the most likely not to sink in a bad storm.

45
- 10

75
- 10

32
- 10

60
- 10

22
- 10

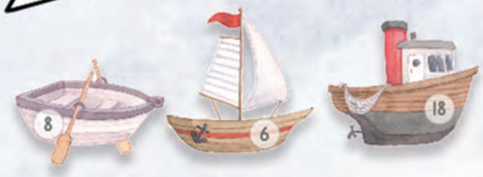
59
- 10

80
- 10

Boat LOGIC

Take the boats from the math box and follow the clues to place the boats shown in each puzzle on the correct boxes.

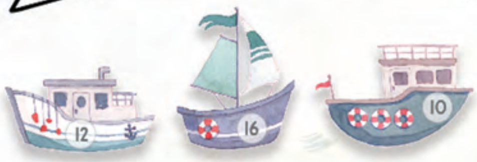
PUZZLE 3



Clue 1: The number 18 boat is on the far right.

Clue 2: The number 6 boat is not next to the number 18 boat.

PUZZLE 4

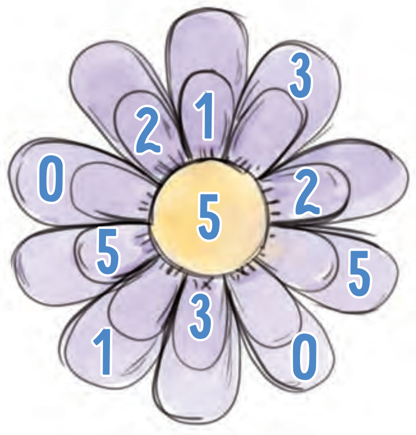


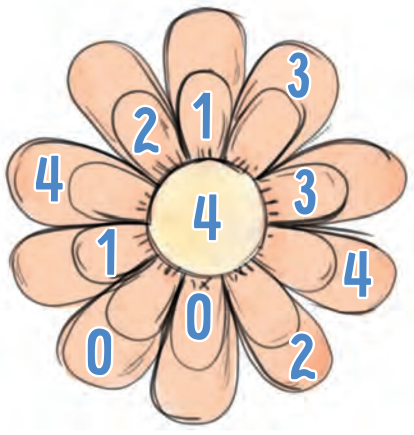
Clue 1: On the far left is a boat with a number greater than 14.

Clue 2: The number on the middle boat would be 2 if 10 were subtracted from it.

Review

The numbers in each set of overlapping petals need to add up to equal the number in the center. Write in the missing numbers.





Fill in the missing ordinal numbers.

1st		3rd		
6th			9th	

Complete each problem.

23	36	46	33	14
+21	+23	+22	+23	+14

Use your ruler to draw a line segment that shows the distance each snail traveled. You can ask your parent or teacher to hold the ruler for you while you draw your lines. Start on the dots.

1 inch

2 inches

The number of leaves in each wreath is written in the middle of the wreath. Write 10 more than the number below each wreath. (Hint: The digit in the tens place will increase by one.)

23

68

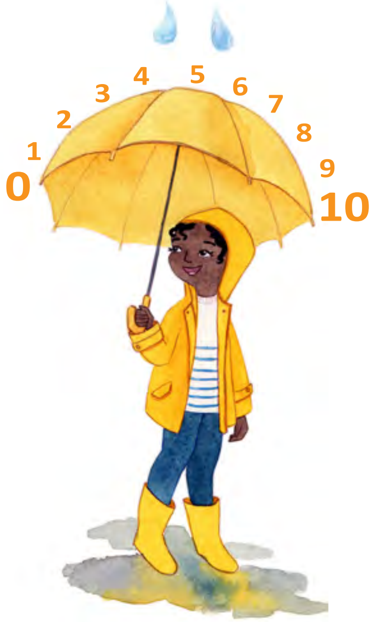
Lesson
92

ROUNDING TO THE NEAREST TEN

Have the child practice items that are not mastered.

- Show the quarters of the clock (0, 15, 30, and 45) on the clock with movable hands from the math box.
- Show the following times on the clock with movable hands: 4:05, 4:45, 3:25, 3:15, 3:30, quarter after 2, 6:45, 6:50.
- Count backward from 20 to 1.

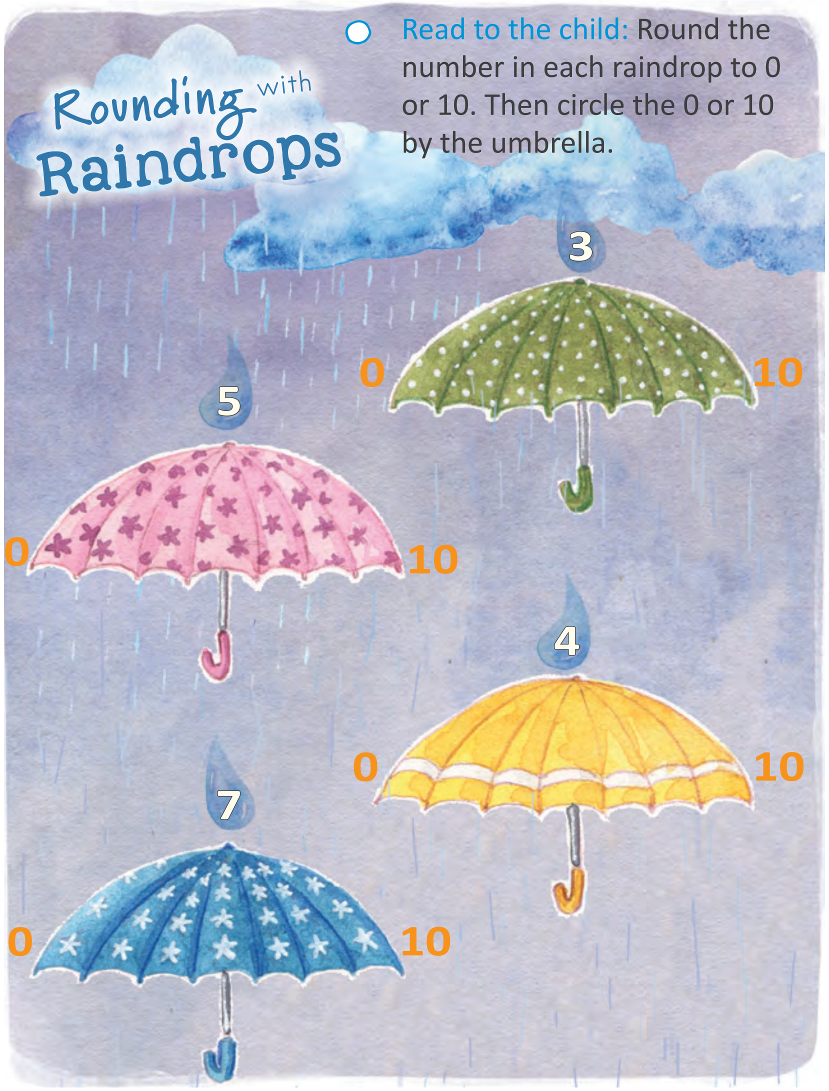
○ Read to the child: When we round a number to the nearest ten, we decide which ten it is closer to. We use rounding in real life all the time. Rounding helps us find numbers that are close to actual values but are easier to add and subtract.



London, England, is known for its rainy weather. Many people carry umbrellas just in case it rains. When it does rain, the water falls down one side of the umbrella or the other, but not on your head!

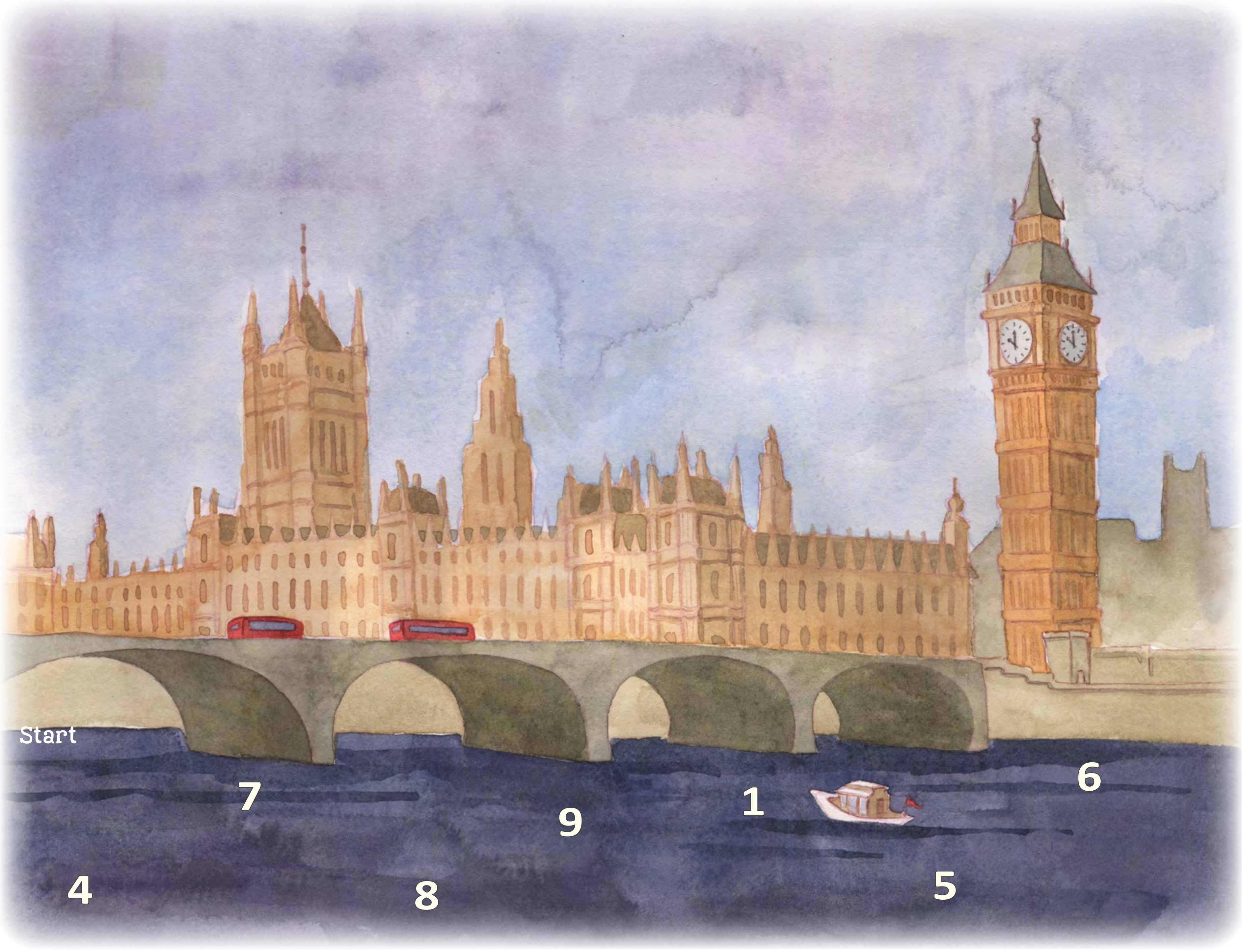
The umbrella to the left shows raindrops sliding one way or the other to 0 or 10. Point to the number 4. Numbers 1 through 4 round down to 0. Slide your finger from 4 to 0. Point to 5. Numbers 5 through 9 round up to 10. Slide your finger from 5 to 10. Do the same thing for the numbers below.

3 9 6 2



○ Read to the child: Round the number in each raindrop to 0 or 10. Then circle the 0 or 10 by the umbrella.

○ Take a boat, the 1–6 dice, and the clock with movable hands from the math box. Read to the child: Look at the next page. This is the River Thames in London. The large clock tower is known as Big Ben. Place your boat on "Start" and move it along the river, rounding the numbers in your path to 0 or 10 until you reach Big Ben. When you reach Big Ben, roll the dice and move the hands on the clock to show that hour on the clock.


Start
7
9
1
6
4
8
5

Review

Write the missing numbers on the hundreds chart. Color 10 even numbers green and 10 odd numbers red.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11					16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37			
41	42	43	44	45	46	47	48	49	50
51				55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	
		73	74	75	76				
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Fill in the blanks to write addition problems.

☐ + ☐ = 5

☐ + ☐ = 6

☐ + ☐ = 3

☐ + ☐ = 8

☐ + ☐ = 4

☐ + ☐ = 1

Write the missing numbers in the number bonds.

3	☐	2
6	☐	3
4	☐	1
5	☐	2
7	☐	5
8	☐	5

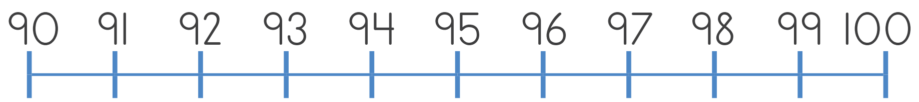
Lesson
93

WRITING NUMBERS 90 TO 100

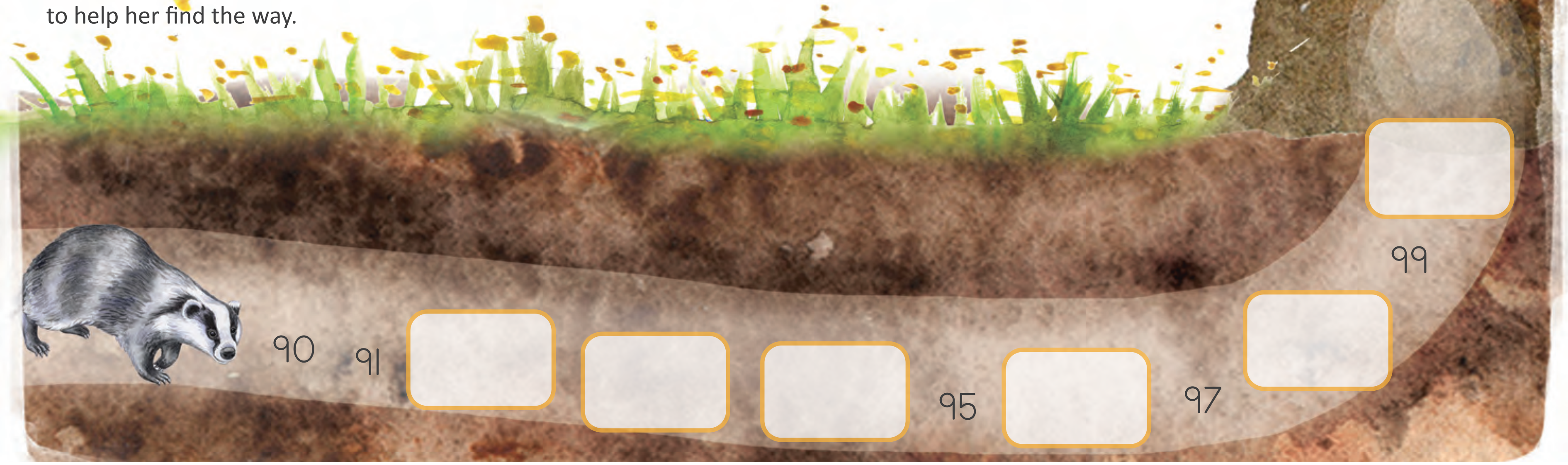
Have the child practice items that are not mastered.

- Spell SEVEN, EIGHT, and NINE aloud.
- Watch the video "How to Spell Numbers 10, 11, 12."
- Count from 400 to 425.
- Add 10 to each number: 14, 67, 32.

○ **Read to the child:** Point to the numbers as you count from 90 to 100.



○ **Read to the child:** This badger is trying to find her way out of her tunnel. Write the missing numbers from 90 to 100 in the boxes through the tunnel to help her find the way.



○ **Read to the child:** Write the missing numbers in the blank boxes, counting up by 1s.

90		92		
95			98	

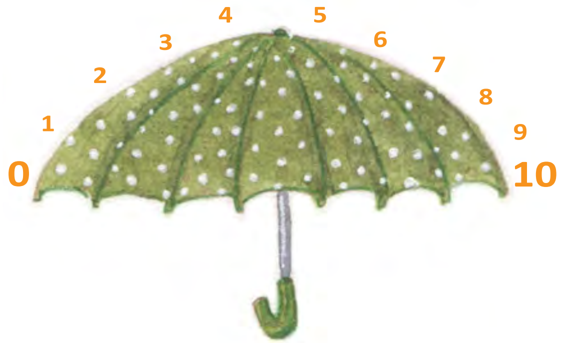
Review

Subtract the cents. Include the cent sign with your answer.

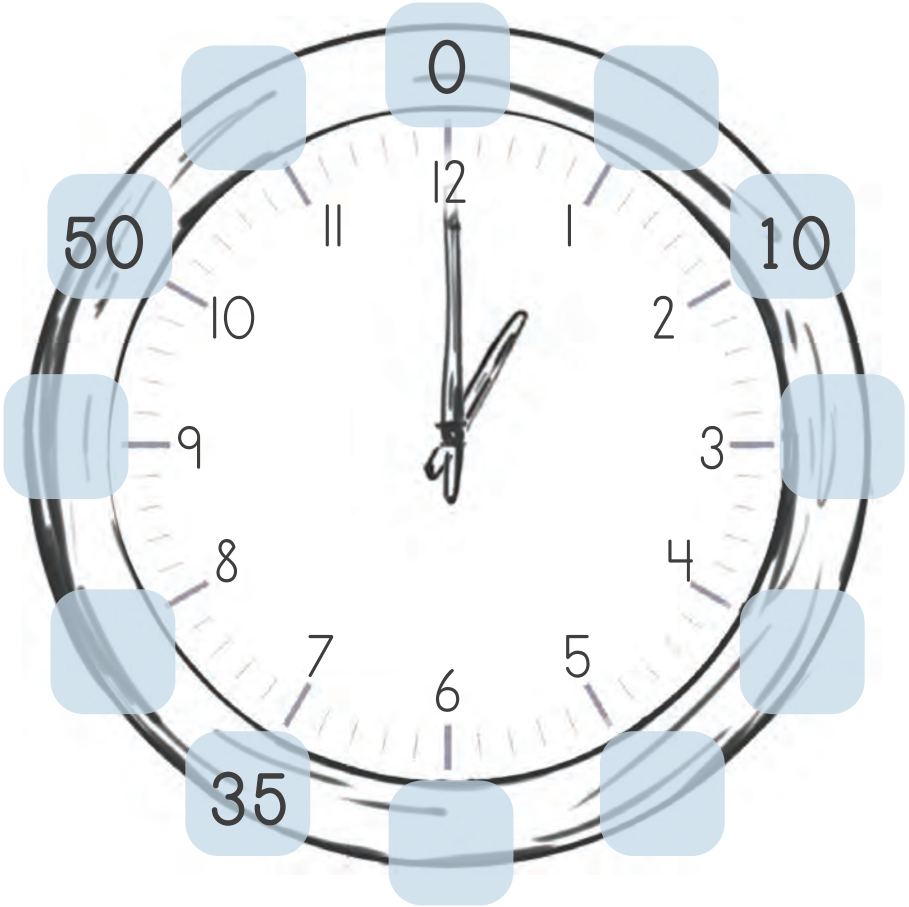
6¢	7¢	5¢	9¢	3¢
- 1¢	- 3¢	- 2¢	- 5¢	- 2¢

Round each number below to the nearest ten and write the answer in the box.

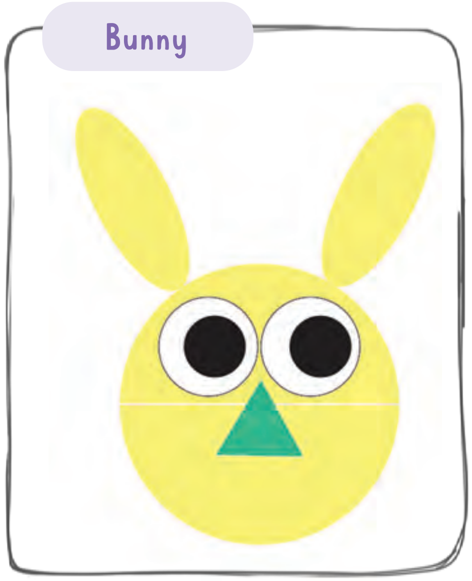
4	☐	7	☐
8	☐	2	☐

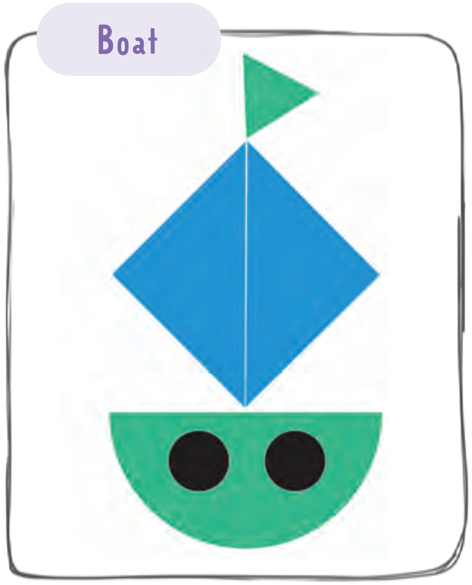

0
1
2
3
4
5
6
7
8
9
10

Write the correct minutes in the blue boxes by counting by 5s. Some of the boxes are filled in for you.


0
10
50
35
12
1
2
3
4
5
6
7
8
9
10
11

Use the shapes from the math box to re-create the images.





Lesson
94

COUNTING BY 100s

Have the child practice items that are not mastered.

- On the whiteboard write all the odd numbers from 59 to 69.
- Take the boats out of the math box and, looking at the numbers on the boats, order the boats in a line from the least number to the greatest number.

○ Read to the child: Counting by 100s is very similar to counting by 10s. Point to the numbers below as you count by 10s to 100.

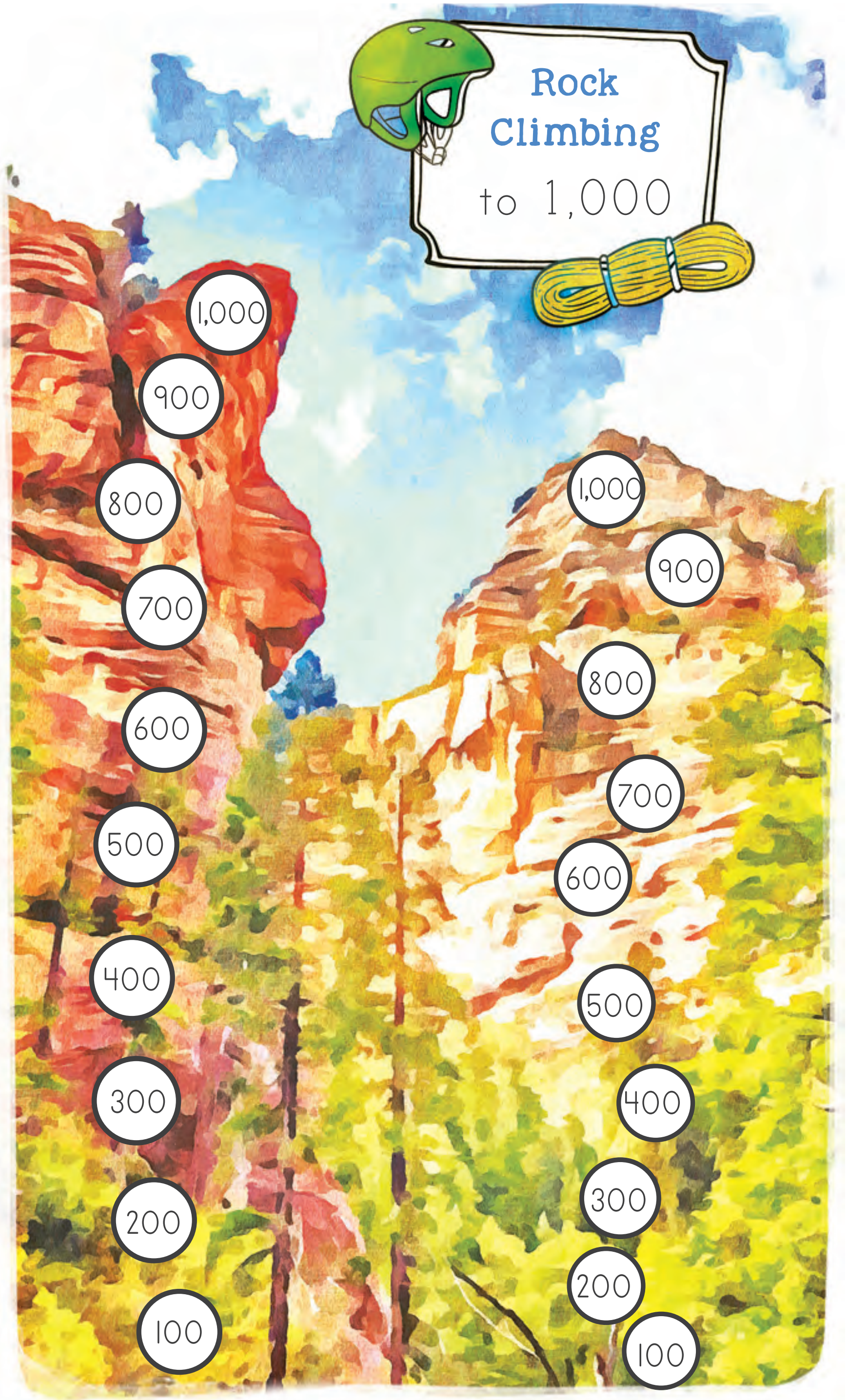
10 20 30 40 50 60 70 80 90 100

When we count by 10s, we count every tenth number. When we count by 100s, we count every hundredth number. Point to each number below and count with me by 100s from 100 to 1,000. 1,000 is the number that is 100 more than 900.

100 200 300 400 500

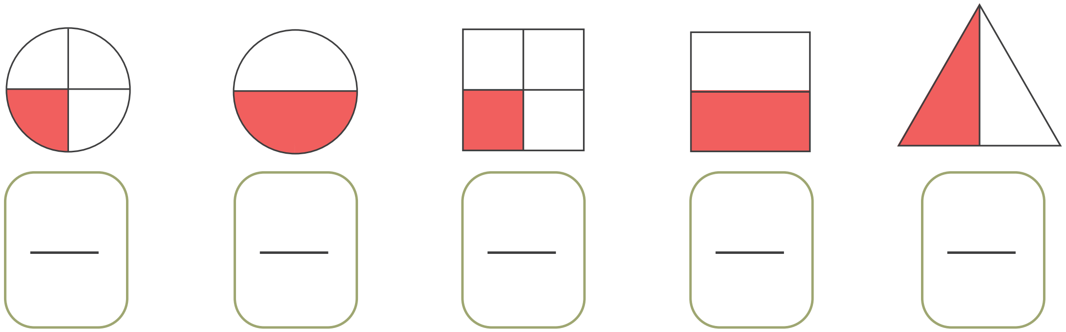
600 700 800 900 1,000

○ Take the 1–6 dice from the math box. Read to the child: We are going to see who can climb to the top of the mountain first. You choose a mountain to climb. I'll climb the other one. You roll the 1–6 dice first. Start on 100 and move as many spaces as you rolled on the dice, counting the hundreds aloud as you move. Make a mark with your pencil on the number you land on. Then it's my turn, and I'll do the same. The first person to reach 1,000 wins.



Review

Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.



Write the answer to each addition problem with a number word from the box.

five eight seven

5 + 0 = ______________

6 + 2 = ______________

4 + 3 = ______________

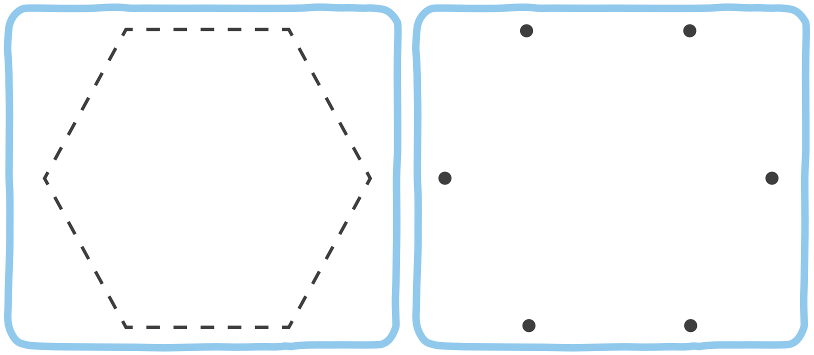
Circle the digit in the tens place in the first number. Think of the number that is one greater than the digit you circled. Then write the final answer in the box.

64 + 10 = ☐

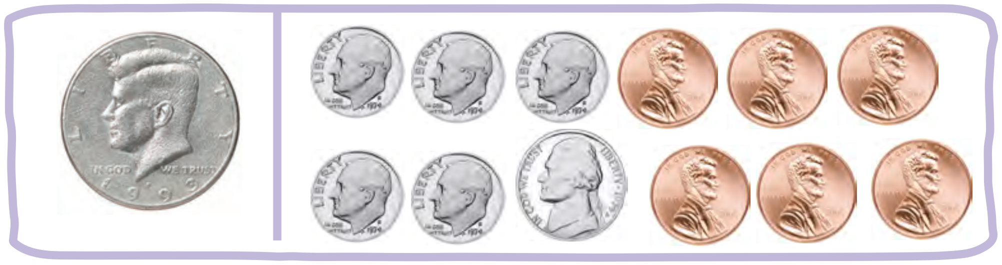
52 + 10 = ☐

81 + 10 = ☐

Trace the hexagon, and then connect the dots with straight line segments to create a hexagon in the second box.



A half-dollar is worth 50 cents. Circle the coins needed to equal the value of the half-dollar.



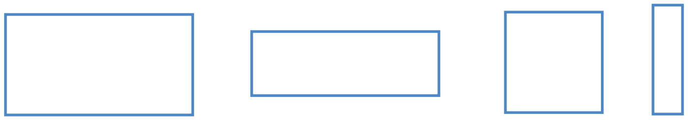
Lesson
95

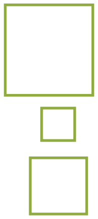
IDENTIFYING SHAPES: PART 2

Have the child practice items that are not mastered.

- Count by 10s from 150 to 170. Then answer these questions: What comes after 149, 159, 169?
- Count from 690 to 710.
- Say the months of the year in order.
- Roll the left/right dice from the math box. Point left or right according to what was rolled. Repeat several times.
- Say how many are in a dozen. [12]

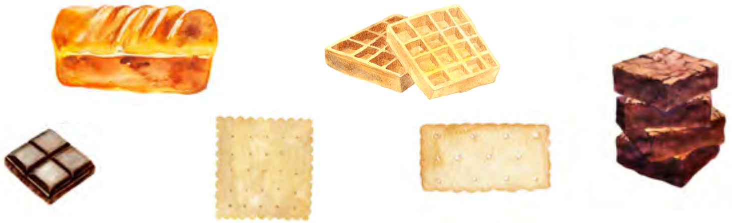
○ Note: The child is only briefly introduced to rhombuses, pentagons, and octagons in Math 1. These shapes will not be mastered until higher levels. Read to the child: Shapes are all around you. Rectangles have four sides and square corners. Look at the blue shapes below. All these shapes are rectangles, but one is a special rectangle because its sides are all the same length. Point to the shape with equal side lengths. This is a square.



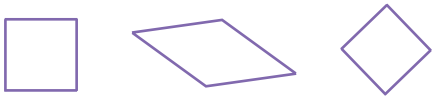


Squares can be different sizes, but they are always the same shape—they have four sides that are the same length. Look at these squares in green. Which one is the smallest? Largest?

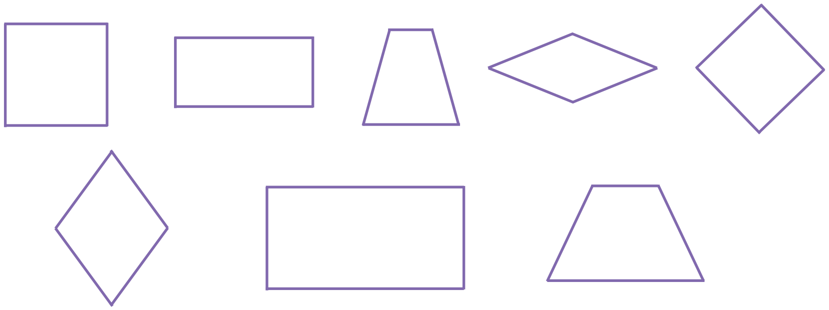
Point to each food item below and say if its shape is a rectangle or a square.



○ Read to the child: Let's review. A rhombus is a shape made with four straight sides that are equal in length. These shapes are all rhombuses; you'll notice that a square is a rhombus.

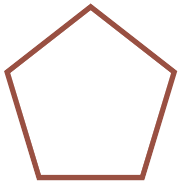
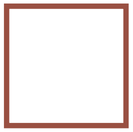
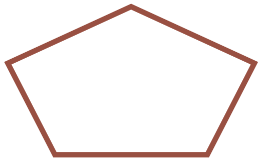
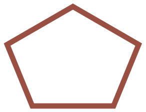


Diamond shapes are also rhombuses if they have four sides that are equal in length. Circle all the shapes below that are rhombuses. To figure out if each shape is a rhombus, ask the following: 1) Does it have four sides? 2) Are the sides all equal in length?

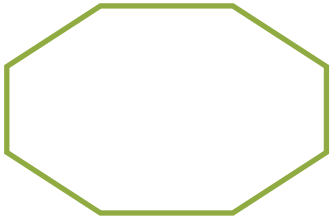
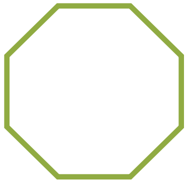
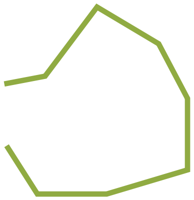


○ Take the shapes from the math box. Ask the child to find a triangle, a rhombus that is a square, a rhombus that is a diamond (turn the square), a circle, and an oval.

○ Read to the child: A pentagon has five straight sides. Circle each shape below that is a pentagon. To figure out if it is a pentagon, ask the following: 1) Does it have five sides? 2) Do the sides connect at the corners?

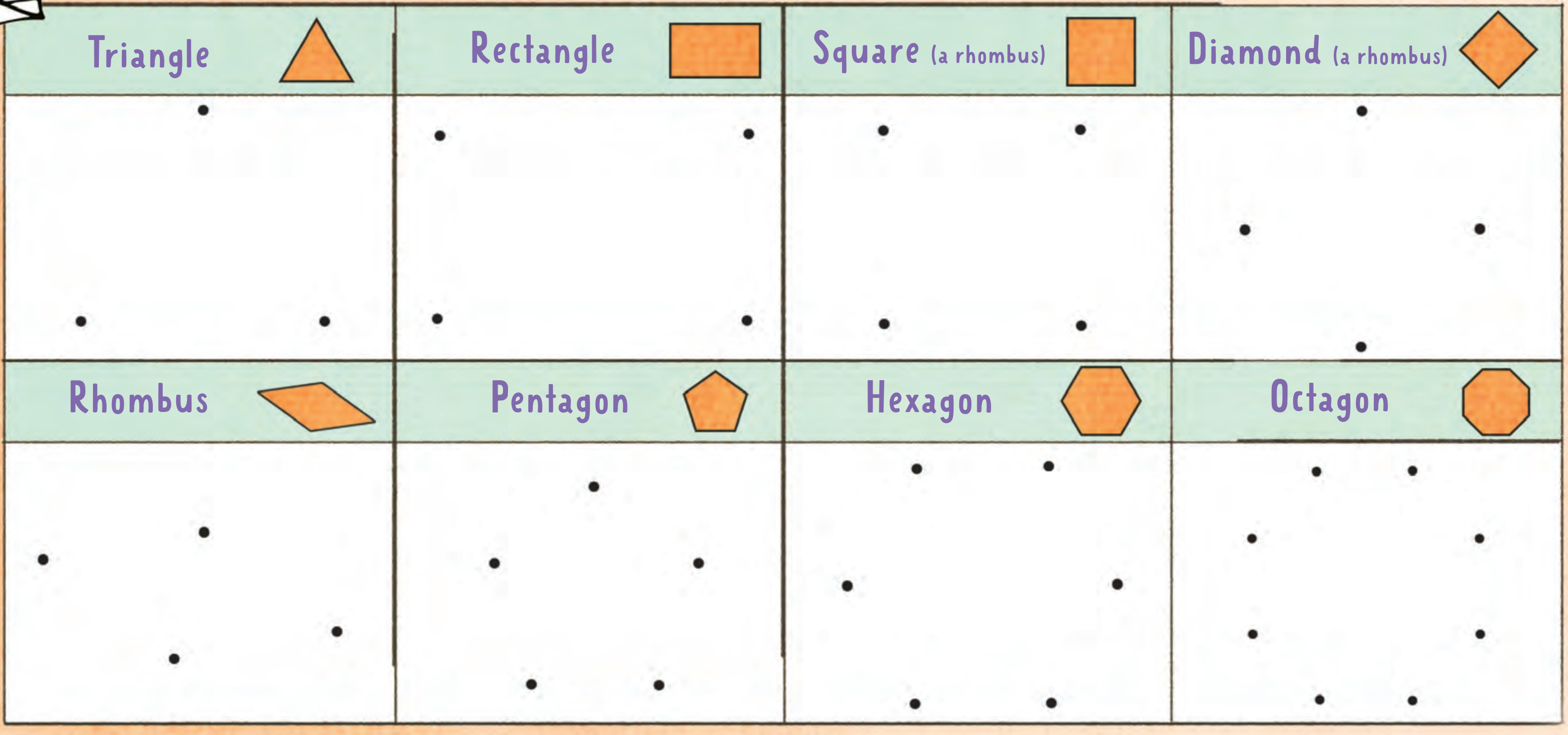





○ Read to the child: An octagon has eight straight sides that connect at the corners. Circle each shape below that is an octagon. To figure out if it is an octagon, ask the following: 1) Does it have eight sides? 2) Do the sides connect at the corners?

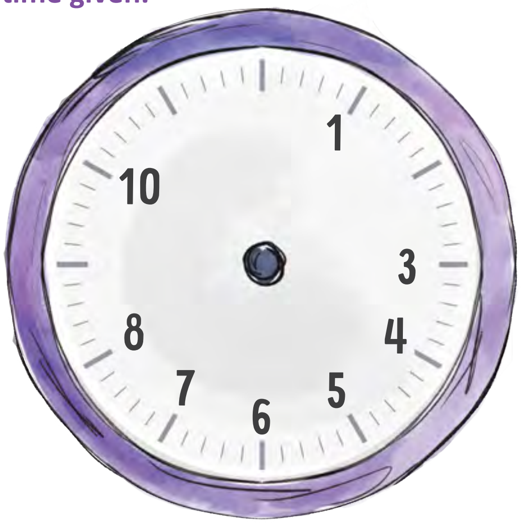
Making Shapes

○ Read to the child: Connect the dots to make each shape. (You can use a ruler or just draw the sides as straight as you can.)

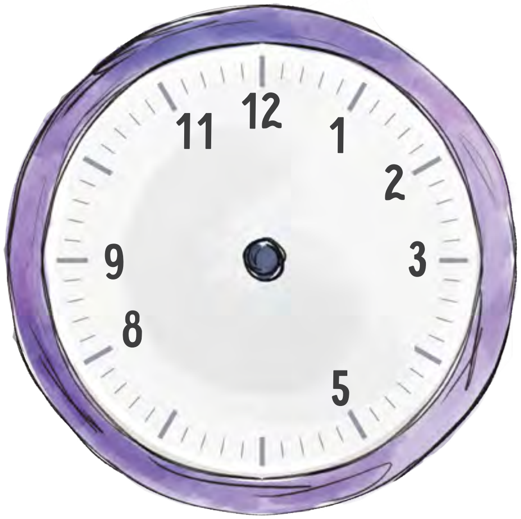

Triangle
Rectangle
Square (a rhombus)
Diamond (a rhombus)
Rhombus
Pentagon
Hexagon
Octagon

Review

On each clock fill in the missing numbers and draw the clock hands to show the time given.



7:25



8:40

Write the answers to the problems by increasing the digit in the tens place by one for addition or decreasing the digit in the tens place by one for subtraction.

35 + 10 =

62 − 10 =

90 + 10 =

46 + 10 =

58 − 10 =

79 − 10 =

Complete each problem.

4 + 4 =

2 + 2 =

1 + 1 =

7 + 7 =

6 + 6 =

5 + 5 =

8 + 8 =

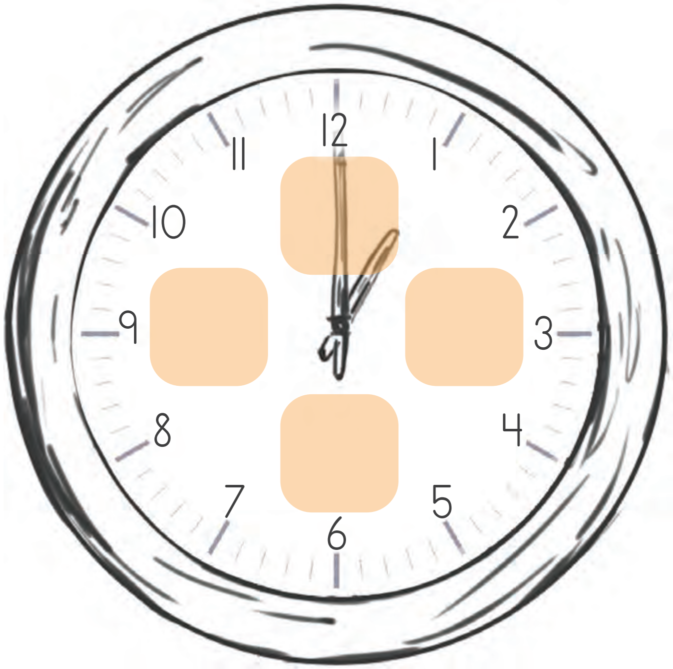
Lesson
96

TIME: REVIEW

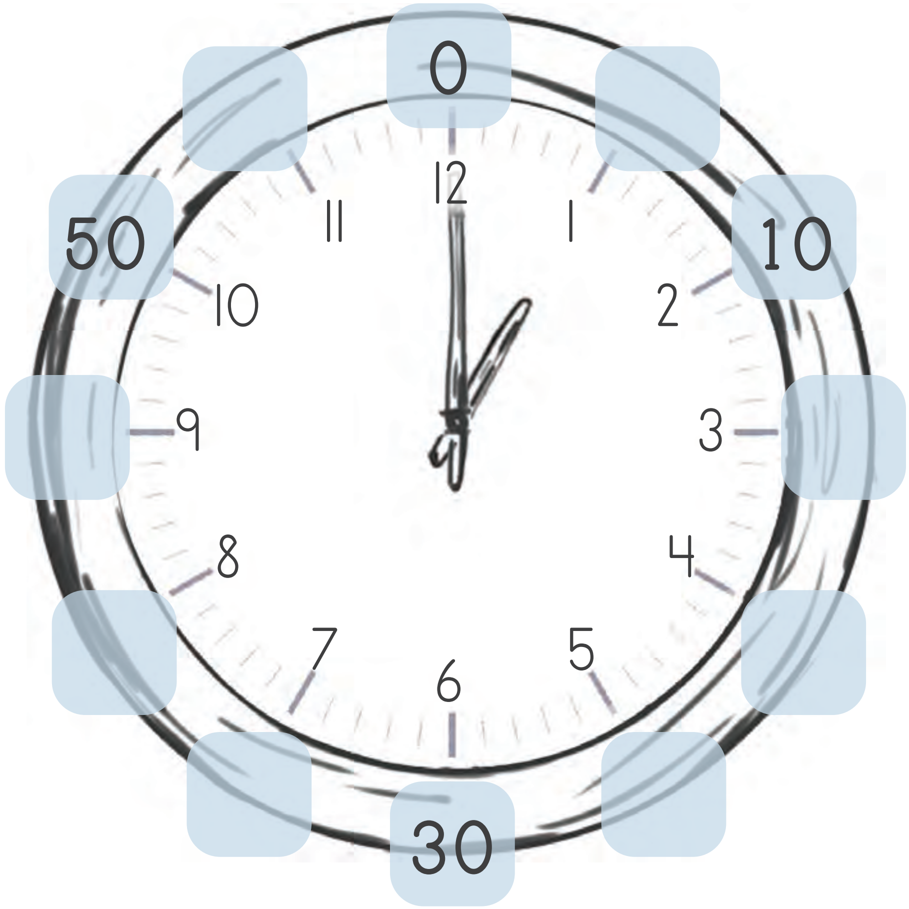
Have the child practice items that are not mastered.

- Say the name of each coin and its value.
- Count from 980 to 1,000.

○ Take the clock with movable hands from the math box and give it to the child. Read to the child: Let's review the quarters of a clock. Write 0, 15, 30, and 45 in the orange squares; this is skip counting by 15s. What number is the minute hand on when it is 12:45? What number is the minute hand on when it is quarter after 12 or 12:15? Have the child set the clock to 1:15, 2:45, and 3:30.



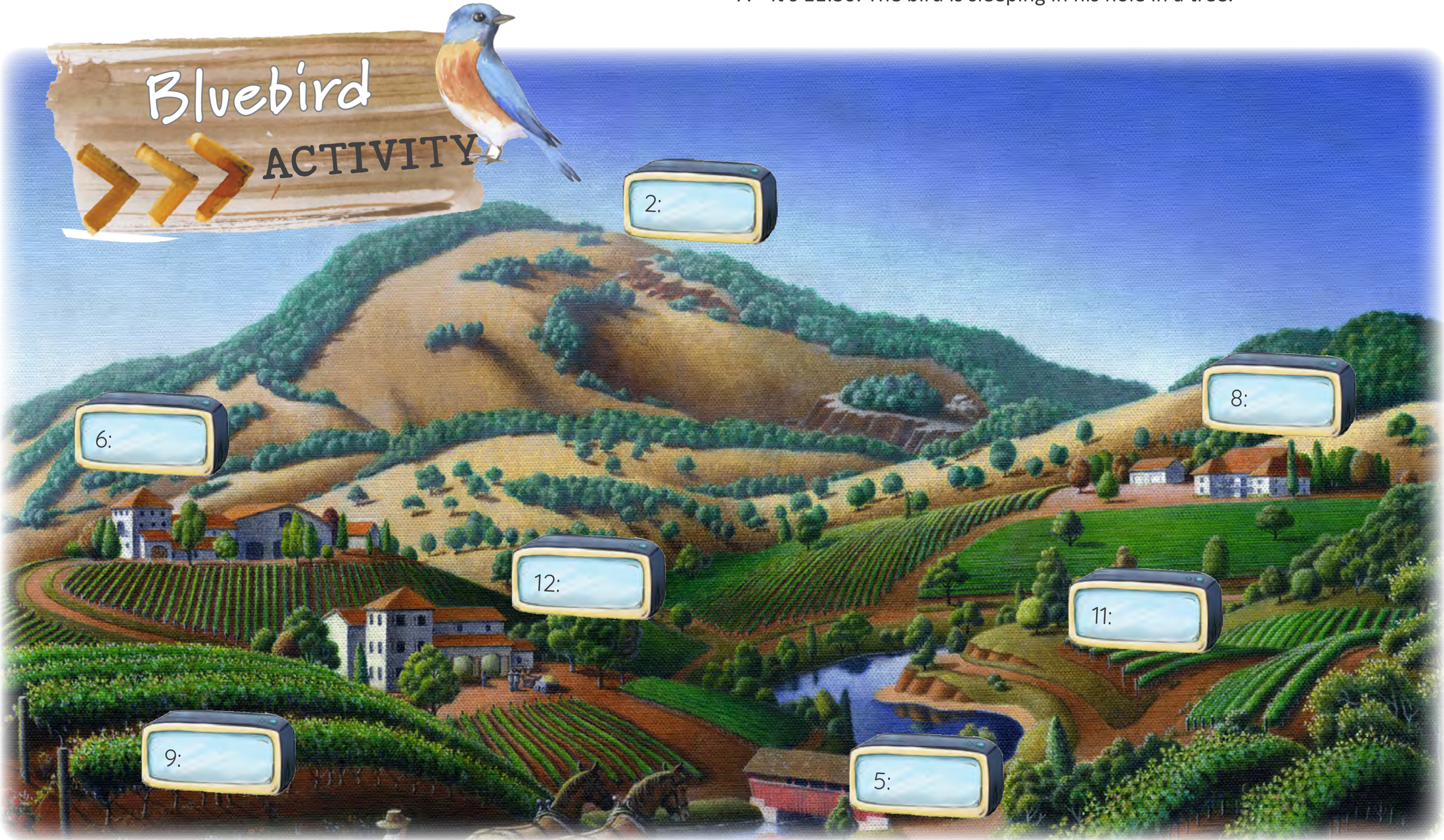
○ Read to the child: Look at the next clock. Each number on the clock is five minutes from those on either side of it. Do you see the small lines between each number? Each small line represents one minute. It can be fast and easy to skip count by 5s for each number on the clock. Write the correct minutes in the blue boxes by counting by 5s. Some of the boxes are filled in for you. Have the child set the clock with movable hands to 9:20, 12:05, and 5:40.



○ **Read to the child:** Look at the Eastern bluebird below. He flew all around the scene shown on this page. Find the clock by the places I describe, finish filling in each digital clock, and then show me the time on the clock with movable hands from the math box.

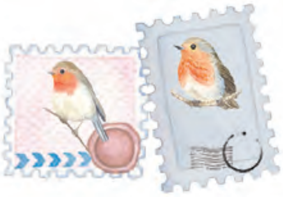
1. The bluebird is up bright and early. It's quarter after 6, and the bird is singing outside a little girl's window.
2. Now it's 9:45 in the morning, and the bird just ate a beetle in the rows of grapes.
3. It is 12:30 in the afternoon, and the bluebird is sitting in a tree singing while children play outside a big house.
4. At 2:40 the sun is high in the sky. The bird is flying to the top of the hill.
5. At 5:25 the sun is getting lower in the sky. The bird is flying over the lake.
6. It's 8:50, and the sunlight is fading. The bird ate a berry from a bush next to a house, then flew to his nest to get ready for the night.
7. It's 11:30. The bird is sleeping in his hole in a tree.

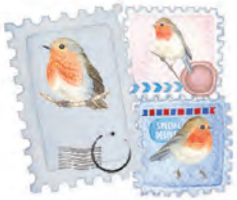
Bluebird ACTIVITY

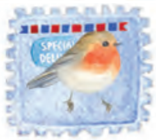


Review

Write the number word for the number of stamps in each set.

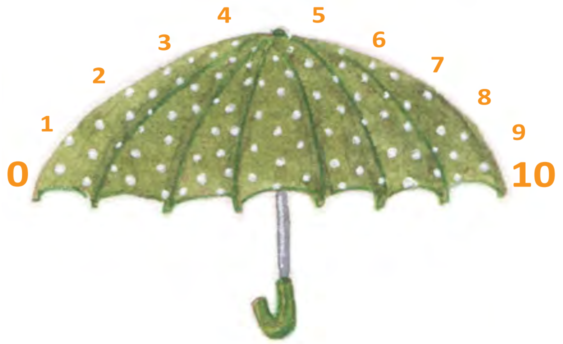






Round each number below to the nearest ten (0 or 10) and write the answer in the box.

4 ☐ 7 ☐ 8 ☐



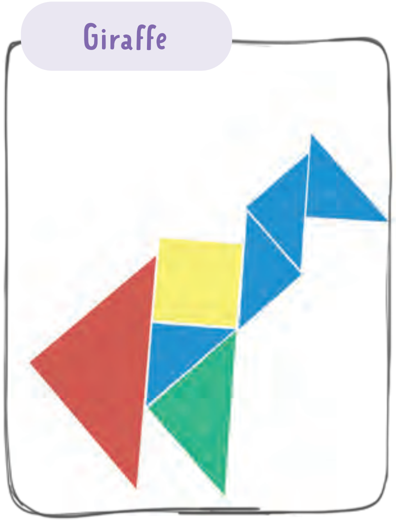
Complete each addition problem.

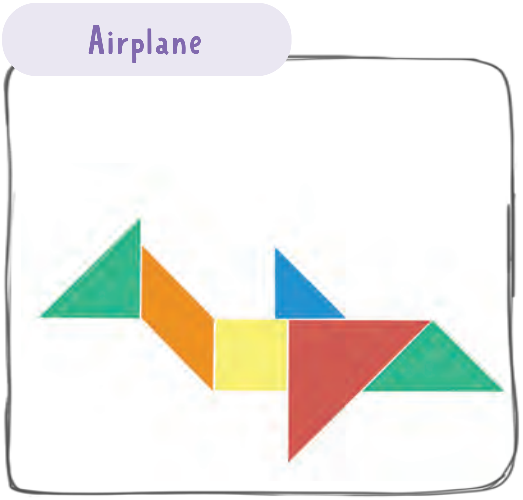
$$\begin{array}{r} 16 \\ +\ 23 \\ \hline \end{array} \qquad \begin{array}{r} 18 \\ +\ 21 \\ \hline \end{array} \qquad \begin{array}{r} 35 \\ +\ 23 \\ \hline \end{array} \qquad \begin{array}{r} 45 \\ +\ 21 \\ \hline \end{array}$$

Complete each subtraction problem.

$$\begin{array}{r} 3 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array}$$

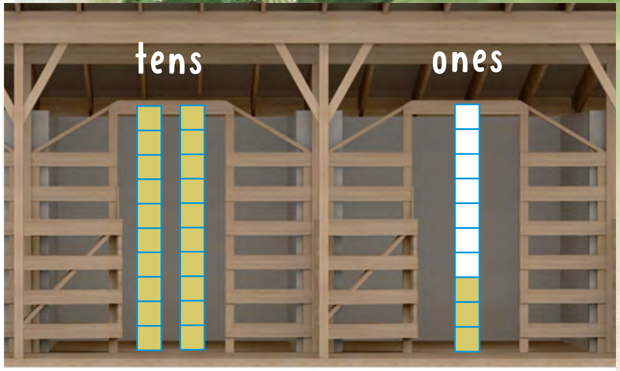
Use the shapes from the math box to re-create the images.





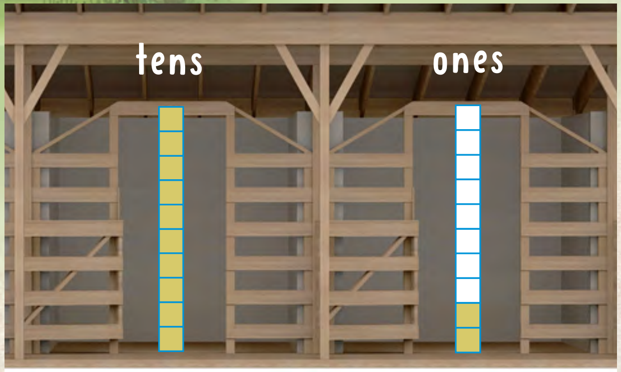
Place Value Barn

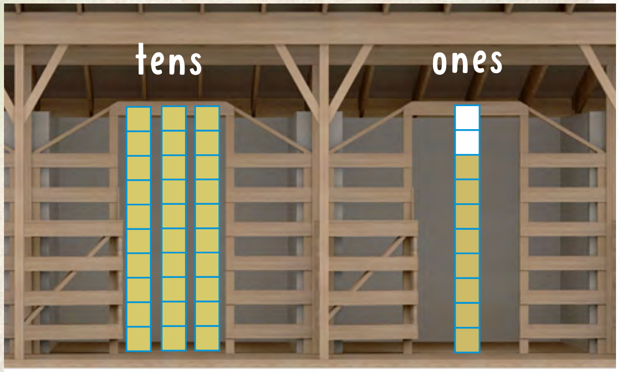
Below the tens column, write the number of full ten sticks. Below the ones column, write the number of one blocks. Write the number represented by the tens and ones. The first one is completed for you.

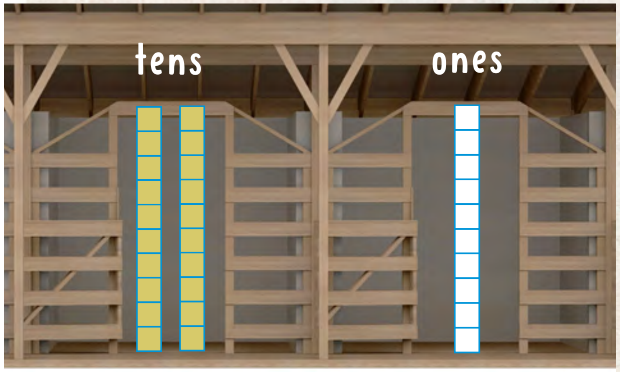


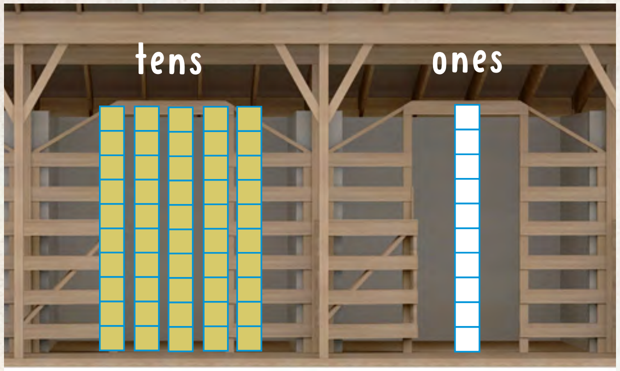
2 3

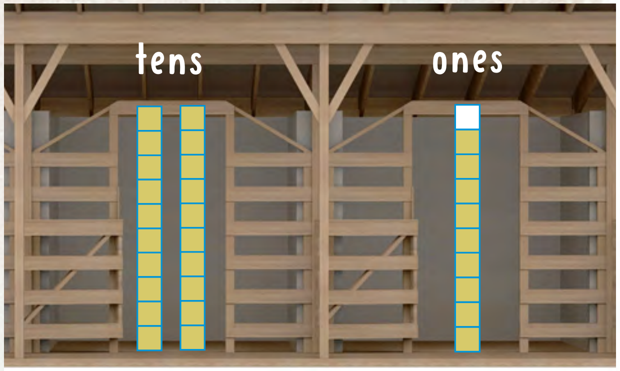
23











Lesson
97

ADDING THREE NUMBERS

Have the child practice items that are not mastered.

- Count by 100s from 100 to 1,000.
- Show the quarters of the clock (0, 15, 30, and 45) on the clock with movable hands from the math box.
- Show the following times on the clock with movable hands: 2:05, 9:45, 3:55, 3:15, 5:30, quarter after 2.

○ Read to the child: This is Paulo. He lives near the largest river in the world, the Amazon River. He loves to fish with his father. Last week they caught 3 fish one day, 2 fish another day, and 4 fish the last day. We can figure out how many total fish they caught by adding the three numbers together. Look at the horizontal addition problem in the blue box below. When adding three or more numbers, we can start by adding two of the numbers together. What does 3 plus 2 equal? [5] Write it in the box above 3 + 2. Now add the 5 and 4 to find the total number of fish. Write the answer in the box on the right. Do the same for the vertical problem showing the number of fish they caught this week.

When adding three numbers, you can write down the sum of two of the numbers or just add them in your mind before adding the third number.

☐

3 + 2 + 4 = ☐

☐ 2

1

+ 5

☐

○ Read to the child: It does not matter in what order you add the three numbers. Draw a line connecting the numbers in each addition problem that are doubles or add up to ten and add those first. Then write the total in the box.

6 + 6 + 1 = ☐ 4 + 6 + 2 = ☐

3 + 7 + 4 = ☐ 3 + 3 + 8 = ☐

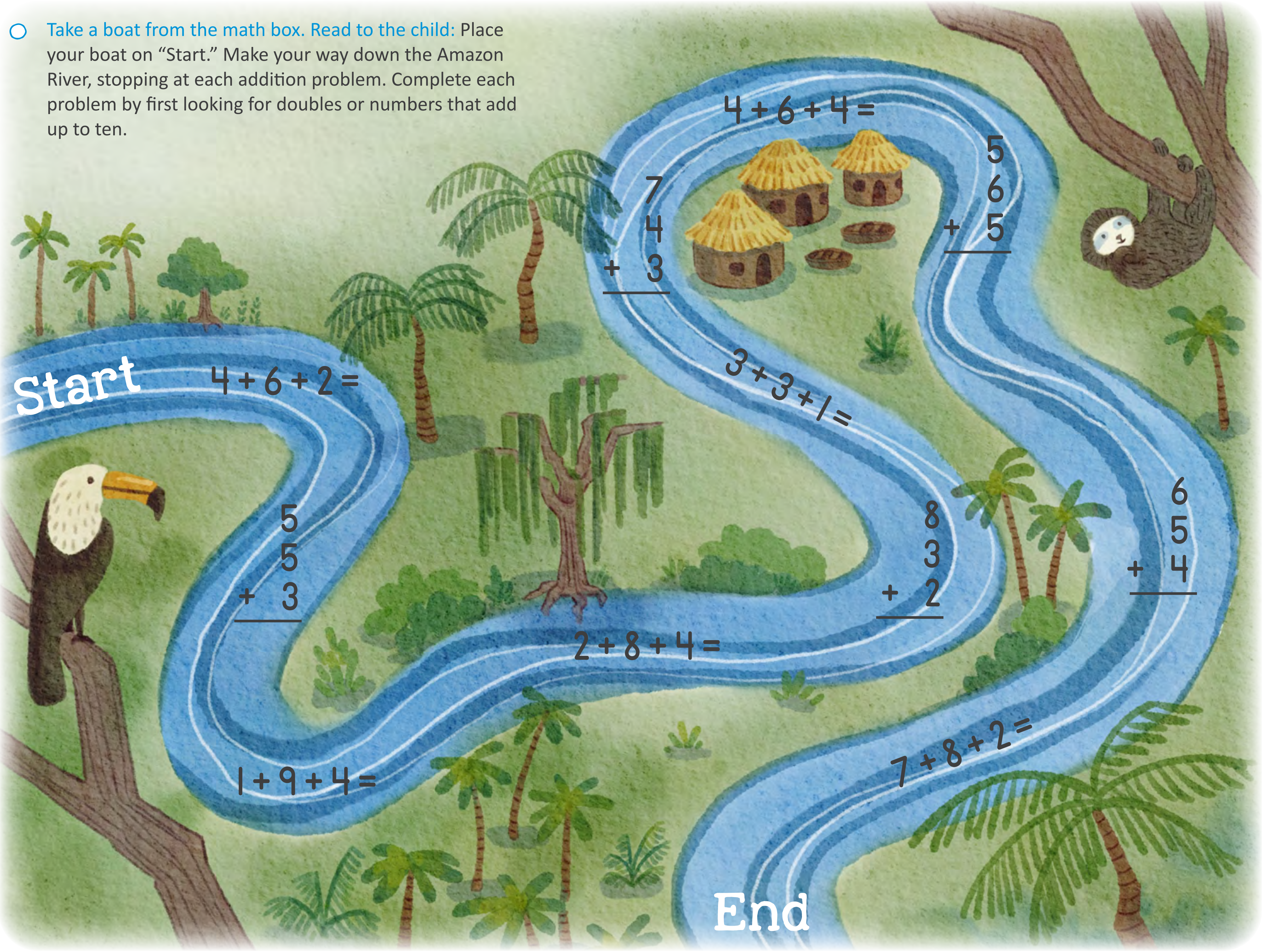
○ Have the child complete the problems below.

4	5	6
4	3	4
+ 1	+ 3	+ 2
☐	☐	☐

○ Take the 1–6 dice from the math box. Read to the child: Roll the dice three times, writing down the numbers on a whiteboard or paper. Add the three numbers together. Draw a tally mark in the box for every problem you get correct until you have five tally marks.

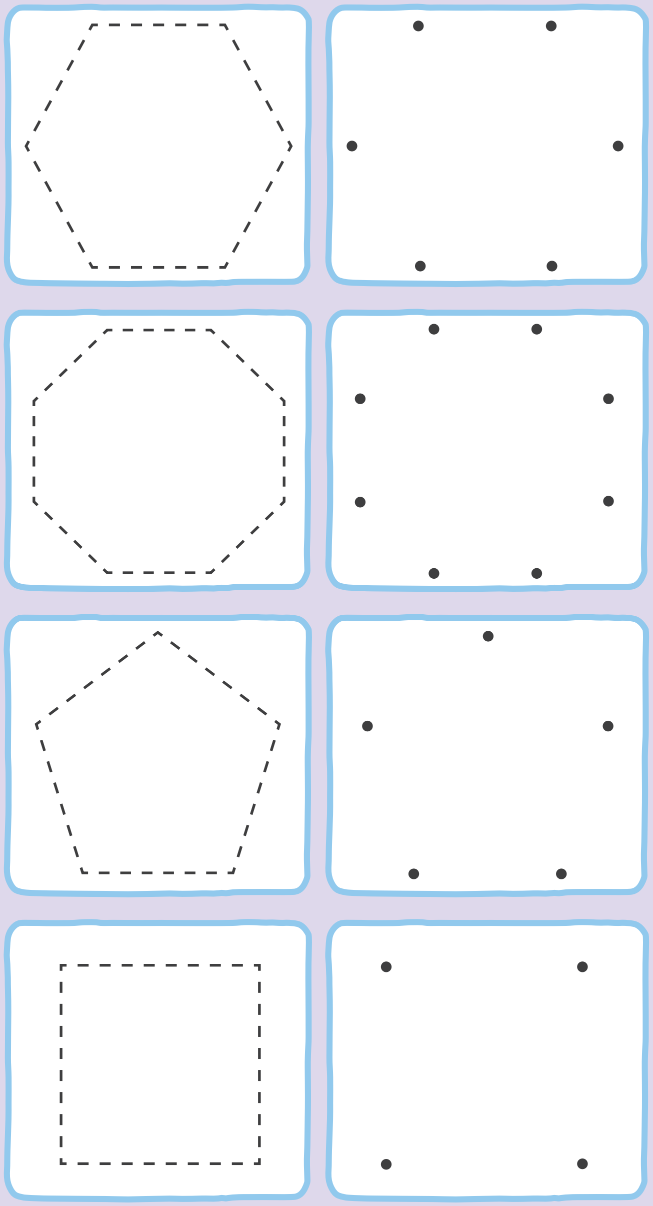
☐

○ Take a boat from the math box. Read to the child: Place your boat on "Start." Make your way down the Amazon River, stopping at each addition problem. Complete each problem by first looking for doubles or numbers that add up to ten.


Start
4 + 6 + 2 =
5
5
+ 3
1 + 9 + 4 =
2 + 8 + 4 =
8
3
+ 2
3 + 3 + 1 =
7
4
+ 3
4 + 6 + 4 =
5
6
+ 5
6
5
+ 4
7 + 8 + 2 =
End

Review

Trace the shapes. Connect the dots with straight sides to create the shapes. Then draw a line from the box of the shape you drew to the name of the shape.



Octagon
(8 sides)

Hexagon
(6 sides)

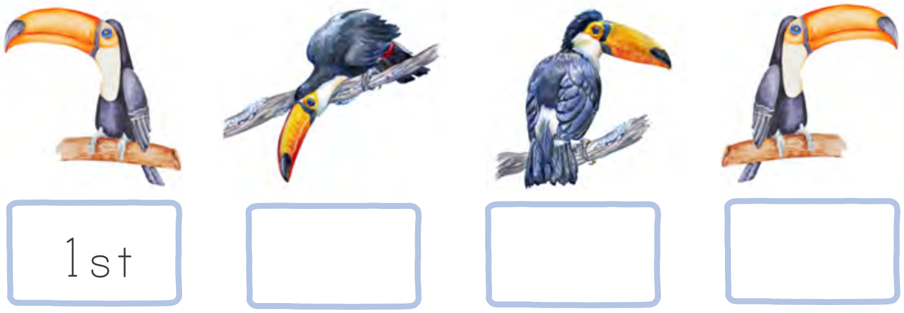
Square/
Rhombus
(4 sides)

Pentagon
(5 sides)

Subtract the cents. Include the cent sign with your answer.

8¢	6¢	7¢	9¢	4¢
- 3¢	- 2¢	- 5¢	- 3¢	- 2¢

Fill in the missing ordinal numbers for the toucans: **2nd, 3rd, 4th.**



Write the answer to each addition problem with a number word from the box.

nine eight seven

5 + 3 = ____________________

3 + 6 = ____________________

4 + 3 = ____________________

Lesson 98

TIME: 5 MINUTES AGO AND 5 MINUTES FROM NOW

Have the child practice items that are not mastered.

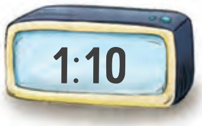
- Point to each number and say one more than each number.

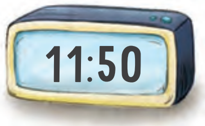
299 679 199 399 999 589

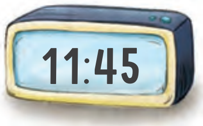
- Count backward from 30 to 10.
- Count by 100s from 100 to 1,000.

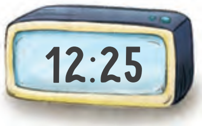
○ Take a boat and the clock with movable hands from the math box and give them to the child. Read to the child: Let's suppose that we are in Germany and need to cross a lake in the Black Forest so we can join a birdwatching tour. I will ask a question, and you will put your boat on the digital clock that correctly answers the question. If needed, you can use the clock with movable hands to go backward or forward 5 minutes to help you find the right time.

1) First, it is 11:40 in the morning, and the boat will arrive 5 minutes from now. When will the boat arrive? [11:45] 2) The boat was late! We are now moving across the lake. It is 11:55, and we got on the boat 5 minutes ago. What time did we get on the boat? [11:50] 3) It is 12:20, and the captain tells us we will arrive 5 minutes from now. What time will we arrive? [12:25] 4) We are eating our lunch in the forest. It is 1:15 in the afternoon. We found this picnic spot 5 minutes ago. What time did we find the picnic spot? [1:10]







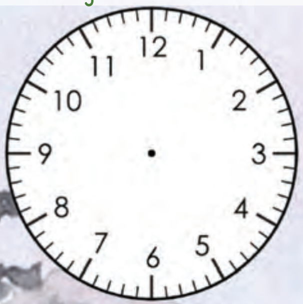


○ Read to the child: Based on the information below the birds, draw the hands on each clock to show the time the bird was seen.

Bird-watching in the Black Forest

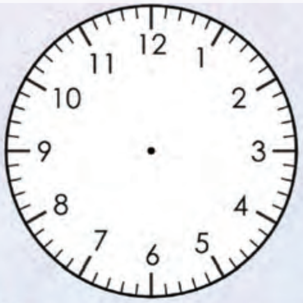
Whooper Swan

It's 1:00. We saw this bird 5 minutes ago.



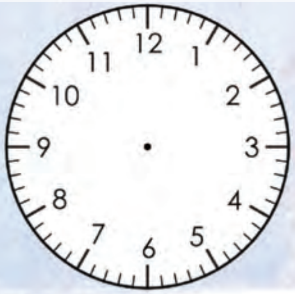
Bearded Tit

It's 2:10. We'll look for this bird in 5 minutes.



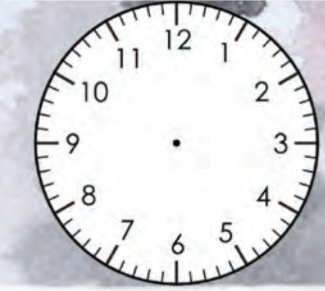
Bee-Eater

It's 4:20. We saw this bird 5 minutes ago.



Middle Spotted Woodpecker

It's 1:40. We'll look for this bird in 5 minutes.



Review

Write the answer to each addition problem with a number word from the box.

eight eleven twelve

4 + 4 = ____________

7 + 5 = ____________

8 + 3 = ____________

Add the three numbers together and write the answer in the box.

$$\begin{array}{r} 4 \\ 7 \\ +\ 3 \\ \hline \boxed{} \end{array} \qquad \begin{array}{r} 8 \\ 8 \\ +\ 4 \\ \hline \boxed{} \end{array} \qquad \begin{array}{r} 6 \\ 9 \\ +\ 4 \\ \hline \boxed{} \end{array}$$

5 + 5 + 2 = ☐

2 + 5 + 8 = ☐

Write the answers to the problems by increasing the digit in the tens place by one for addition or decreasing the digit in the tens place by one for subtraction.

43 + 10 = ☐

71 − 10 = ☐

84 + 10 = ☐

89 + 10 = ☐

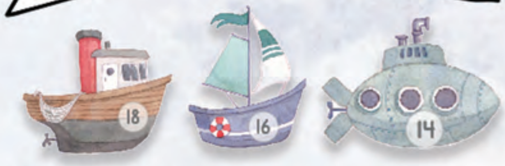
64 − 10 = ☐

22 − 10 = ☐

Boat LOGIC

Take the boats from the math box and follow the clues to place the boats shown in each puzzle on the correct boxes.

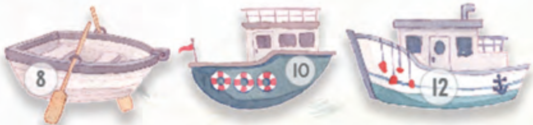
PUZZLE 5



Clue 1: The number 16 boat is not between two boats.

Clue 2: The boat on the far left has a number that is equal to 7 + 7.

PUZZLE 6



Clue 1: The boat with a number that is a double of 6 is not next to the boat with a number that is a double of 5.

Clue 2: The number 8 boat is to the left of the number 12 boat.

Lesson 99

SECONDS IN A MINUTE, MINUTES IN AN HOUR, HOURS IN A DAY

Supplies
stopwatch
timer

Have the child practice items that are not mastered.

- Count by 10s from 50 to 150. Then answer these questions: What comes after 149, 159, 169?
- Count by 5s from 30 to 50.
- Recite a parent's phone number.
- Take the left/right dice from the math box. Roll the dice and point left or right according to what was rolled. Repeat several times.

○ Have a stopwatch on your phone or another device ready. Read to the child: Today, we are going to talk about how much time it would take to do certain things. I am going to let this stopwatch go for one minute. Together, let's count the seconds as they go by until they get to one minute, which is 60 seconds.

I will tell you an activity, and you tell me if you think I could easily do it in one minute or less: eat three grapes, vacuum a whole house, pick two apples from a tree, build a house.

There are 60 minutes in an hour. If we were to watch a stopwatch for an hour, and if we were to count seconds for an hour, we would need to count 60 seconds (one minute) 60 times.

I will tell you an activity, and you tell me if it would be more likely to take one minute or one hour: play a soccer game, water one plant, clean a very messy room, swim across the pool one time.

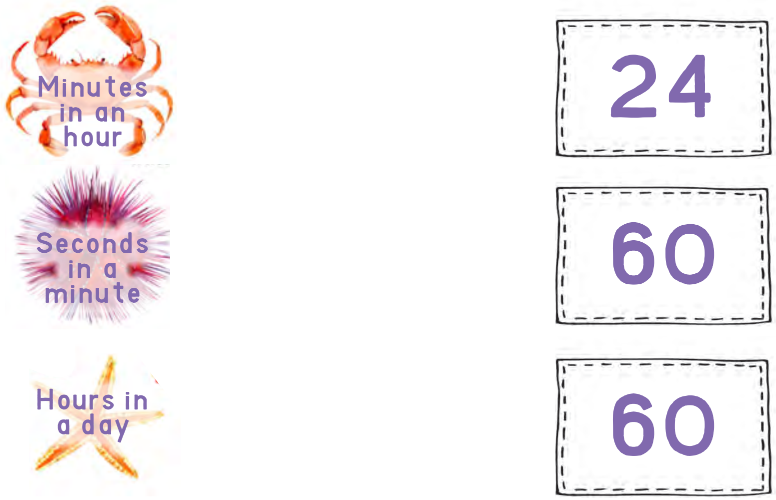
○ Read to the child: Look at the beautiful tide pools on the next page. A tide pool changes every day as the tide goes from high to low, bringing new water and creatures and taking some away. The tide comes in two times during the 24 hours of a day. How many hours are in a day? [24] Answer the questions to the right and write your answers on the starfish.

How many seconds are in a minute?

How many hours are in a day?

How many minutes are in an hour?

○ Read to the child: Draw a line from the tide pool creature on the left to the box with the correct answer on the right.



○ **Racing the Tide Game:** Take out the rowboat from the math box and have a timer (on your phone or another device) ready. Read to the child: Look at the next page. The tide is coming in, and the rowboat wants to see the tide pools before they are covered by the ocean. Place your boat on "Start." Set the timer for one minute and try to say the correct number of minutes, seconds, and hours to reach the tide pools before the timer goes off. Repeat if desired.

○ **Read to the child:** There are six numbers hidden in the picture below. Find each number and write its number word on the blank boxes.

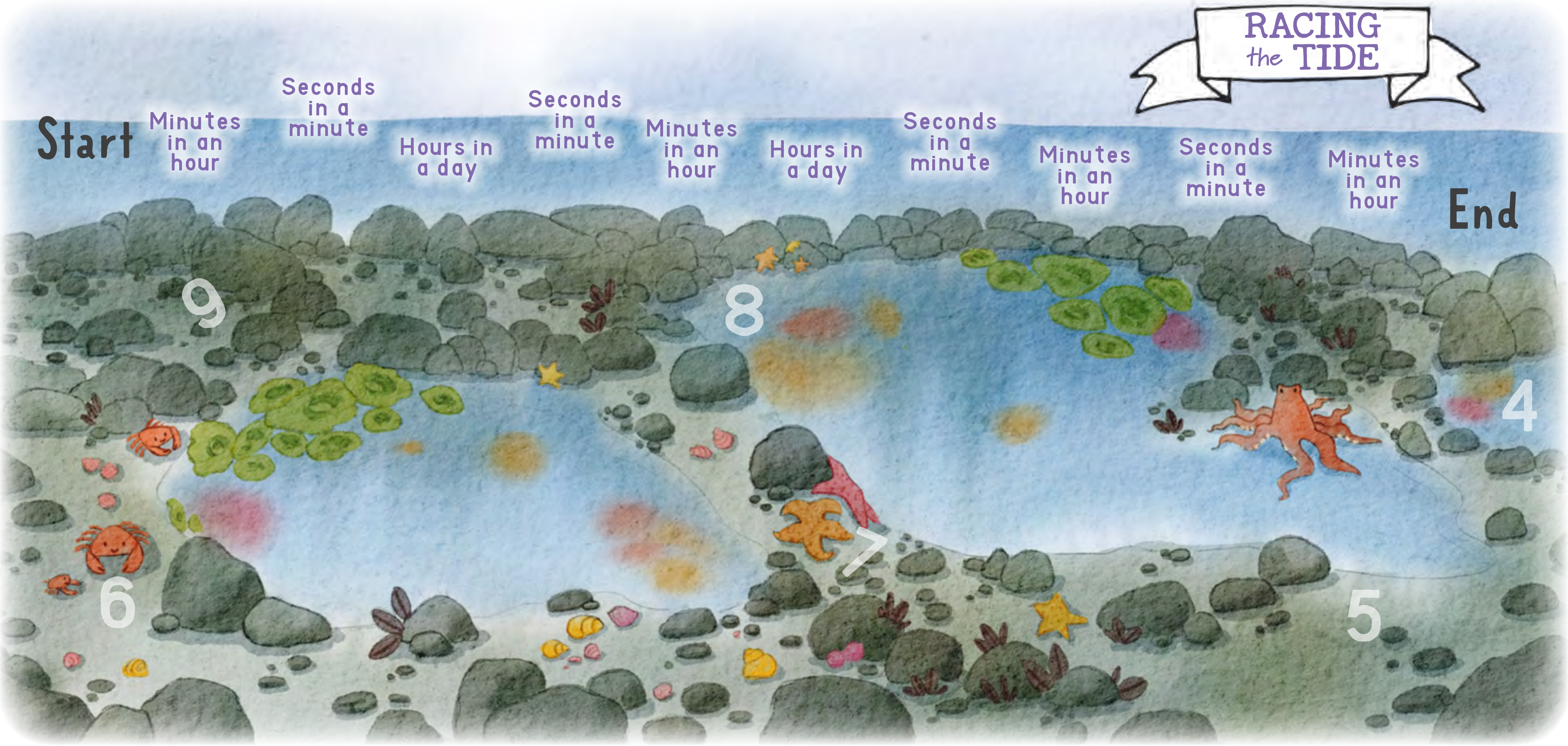
○ **Read to the child:** Circle the time it would take for each activity.

Pick up a toy
2 seconds
3 hours

Read a long book
4 minutes
3 hours

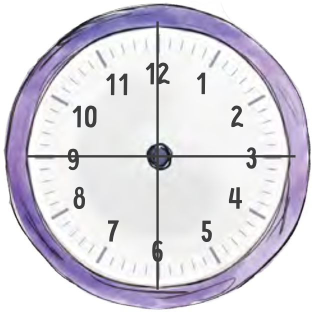
Make your bed
5 minutes
1 hour

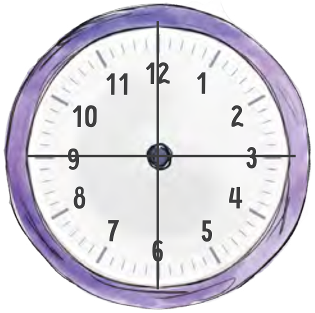
Build a tree house
6 hours
4 seconds


RACING the TIDE
Start
Minutes in an hour
Seconds in a minute
Hours in a day
Seconds in a minute
Minutes in an hour
Hours in a day
Seconds in a minute
Minutes in an hour
Seconds in a minute
Minutes in an hour
End
9
8
4
6
7
5

Review

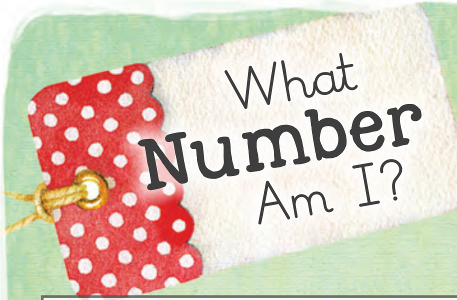
Write the quarters of the clock on both clocks.





Subtract the cents. Include the cent sign with your answer.

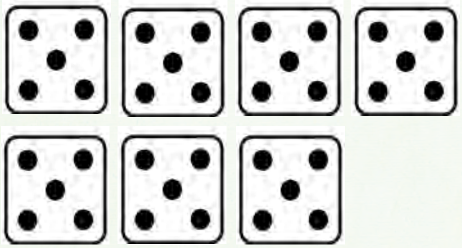
$$\begin{array}{r} 7¢ \\ -\ 3¢ \\ \hline \end{array} \qquad \begin{array}{r} 9¢ \\ -\ 2¢ \\ \hline \end{array} \qquad \begin{array}{r} 8¢ \\ -\ 5¢ \\ \hline \end{array}$$



What Number Am I?

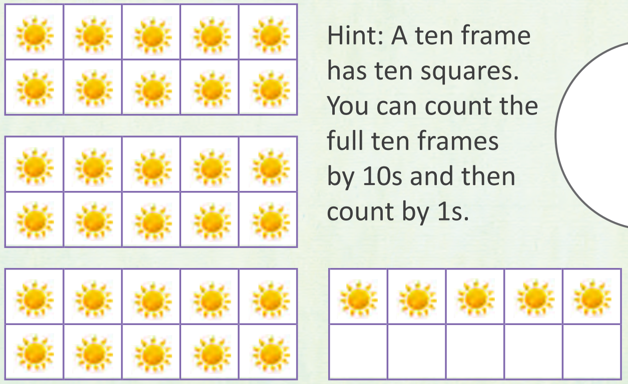
Use the clues in each box to figure out what number to write in each circle.

Hint: Count by 5s.



○

82 ○ 84 ○



Hint: A ten frame has ten squares. You can count the full ten frames by 10s and then count by 1s.

○

Complete each problem.

80 + 10 =

17 + 10 =

10 + 63 =

74 + 10 =

52 + 10 =

18 + 10 =

10 + 26 =

Lesson

100

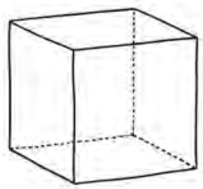
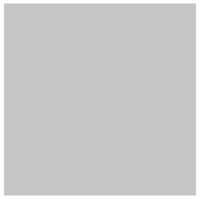
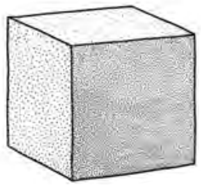
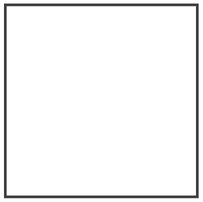
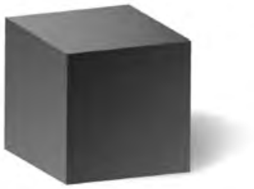
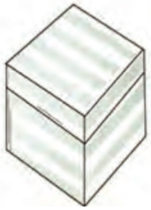
THREE-DIMENSIONAL SHAPES: PART 1

Have the child practice items that are not mastered.

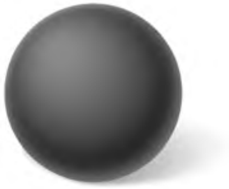
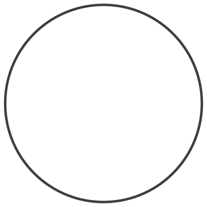
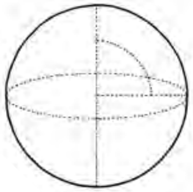
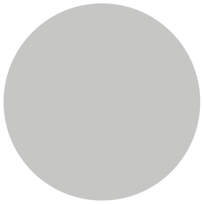
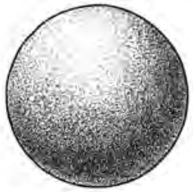
- Count by 10s from 150 to 170. Then answer these questions: What comes after 149, 159, 169?
- Count by 5s from 30 to 50.
- Say the months of the year in order.
- Show the following times on the clock with movable hands: 2:05, 12:45, 3:35, 1:15, 4:30, quarter after 9, 5:45, 5:50.

○ Have the child draw a rectangle on the whiteboard. Read to the child: The rectangle you just drew is two-dimensional. That means it is flat. Look at your course book. The top is in the shape of a rectangle, but the book is not flat. It has height. Have the child point to the sides showing the height. The course book is three-dimensional. A three-dimensional shape is a shape that is not flat.

Some of the pictures below are flat squares, and some are not flat because you can see sides drawn on them that give them height. The shapes that are not flat are called cubes. Point to the pictures of squares that ARE flat (two-dimensional). Now point to the pictures of cubes that ARE NOT flat (three-dimensional).

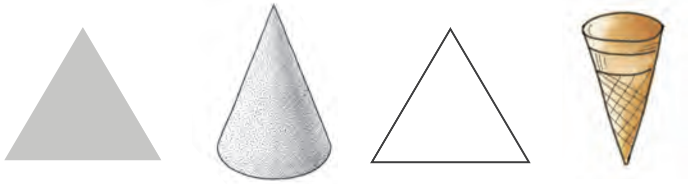







Have the child draw a circle on the whiteboard. Is that circle flat? Yes, it is flat. That means it is a two-dimensional shape. Now think of a basketball. Is a basketball flat? No, a ball is a three-dimensional shape because it is not flat. A three-dimensional circle is called a sphere. Point to the pictures of circles that ARE flat (two-dimensional). Now point to the pictures of spheres that ARE NOT flat (three-dimensional).

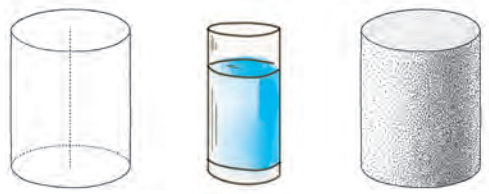






○ Have the child draw a triangle on the whiteboard. Read to the child: Is that triangle flat? Is it two-dimensional or three-dimensional?

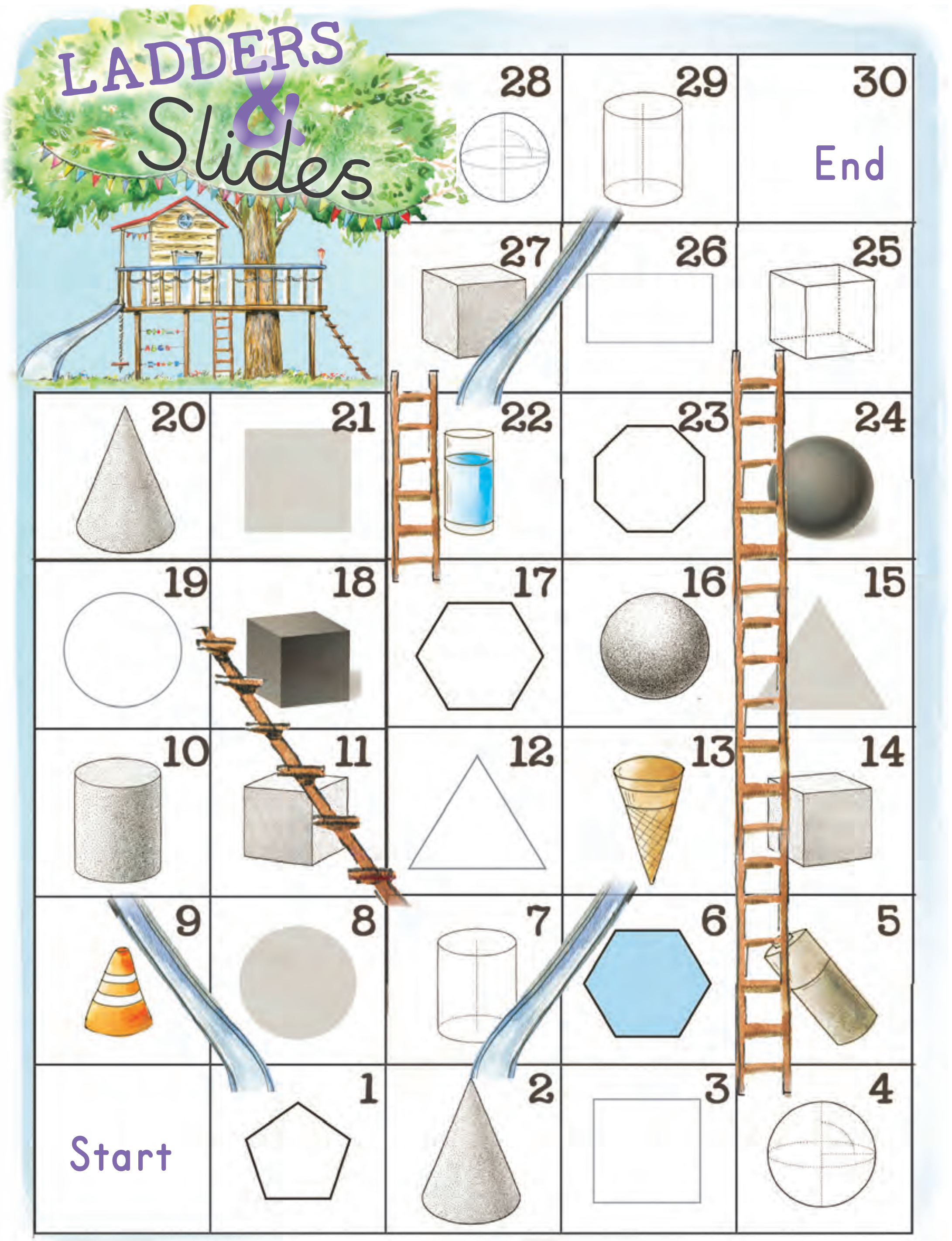
Some of the pictures below are flat two-dimensional triangles, and some are three-dimensional cones. A cone is similar to a triangle, but it is three-dimensional and has a circle on one end and a point at the other end. Point to the pictures of triangles that are flat (two-dimensional). Now point to pictures of cones that are not flat (three-dimensional).



Read to the child: Look at the shapes below. These are three-dimensional shapes called cylinders. They have a circle on each end and look like tubes.



○ **Ladders & Slides Game.** Take the small black circle and the 1–6 dice from the math box. Read to the child: Place your circle on "Start." Roll the dice and move your circle forward that many spaces. Name the two-dimensional or three-dimensional shape you land on. If you answer correctly, go again. If you don't answer correctly, move back one space and try to name that shape. Stop moving backward when you correctly identify the shape, and then roll again. If you land on a ladder, climb to the top. If you land on the top of a slide, slide to the bottom. Continue until you reach the end! [shapes with 5 sides = pentagons, 6 sides = hexagons]



Review

Write the answer to each addition problem with a number word from the box.

eleven twelve eight seven

3 + 4 =

2 + 6 =

7 + 5 =

5 + 6 =

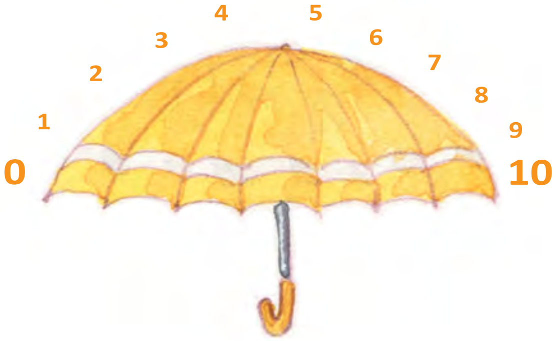
Round each number below to the nearest ten (0 or 10) and write the answer in the box.

9

3

5

1



Draw a line from the phrase to the answer below.

Hours in a day

Minutes in an hour

Seconds in a minute

60

24

60

Write the answers to the problems by increasing the digit in the tens place by one for addition or decreasing the digit in the tens place by one for subtraction.

42 + 10 =

83 + 10 =

64 − 10 =

56 − 10 =

71 + 10 =

98 − 10 =

Lesson
101

THREE-DIMENSIONAL SHAPES: PART 2

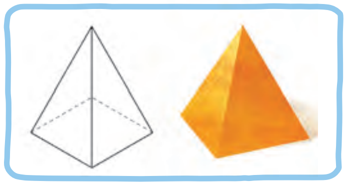
Have the child practice items that are not mastered.

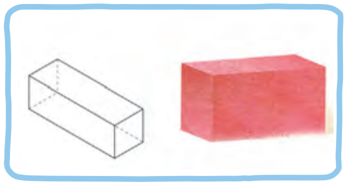
- Count by 10s from 150 to 200.
- Answer these questions: What comes after 149, 159, 169?
- Count by 5s from 30 to 50.
- Say the months of the year in order.
- Take the left/right dice from the math box. Roll the dice and point left or right according to what was rolled. Repeat several times.

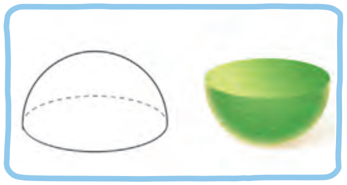
○ Note: Children are not expected to master the names of 3D shapes in Math 1; they are just introduced to the names. Read to the child: Today, we are going to talk about more three-dimensional shapes. 3D is an abbreviated way to say three-dimensional. Remember that 3D shapes are not flat. Point to the top box at the right. This shape is a square pyramid, often called a pyramid. A square pyramid has a square on the bottom and four triangular sides.

Point to the next box at the right. This shape is a rectangular prism. All sides on a rectangular prism are rectangles.

Point to the last box at the right. This shape is called a hemisphere. It is half of a sphere. “Hemi-” means half.

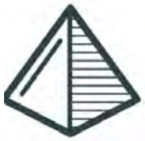


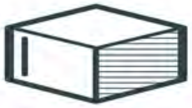


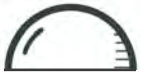


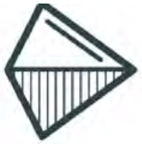
○ Read to the child: Look at the sets of blue 3D shapes in the next column. I will tell you the names of the shapes in a set, and you point to the set with those shapes: cone and cube, sphere and cylinder, hemisphere and pyramid, cone and rectangular prism.

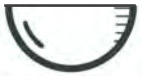
○ Read to the child: Color the pyramids yellow, the rectangular prisms purple, and the hemispheres blue.

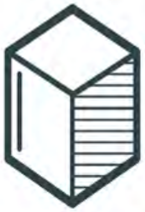


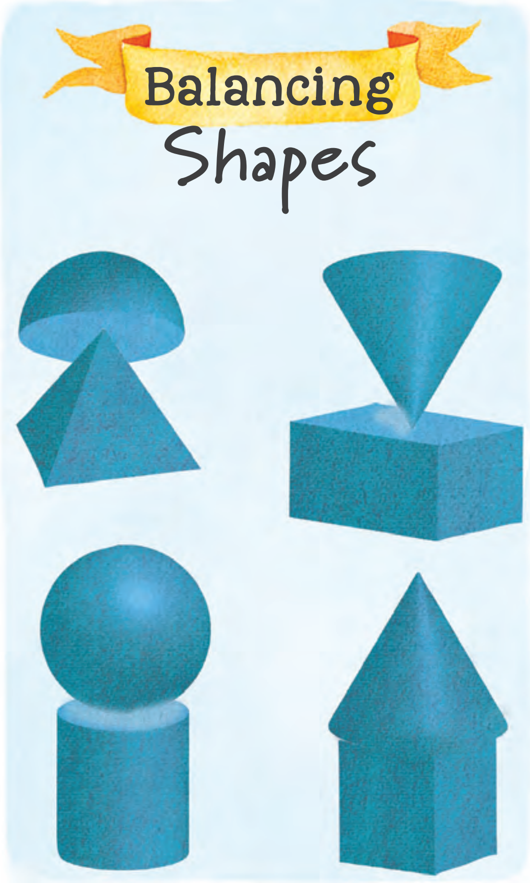












Review

Complete each problem.

18 + 10 =

10 + 75 =

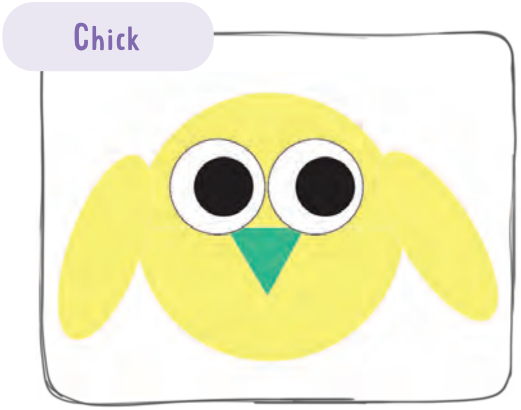
34 + 10 =

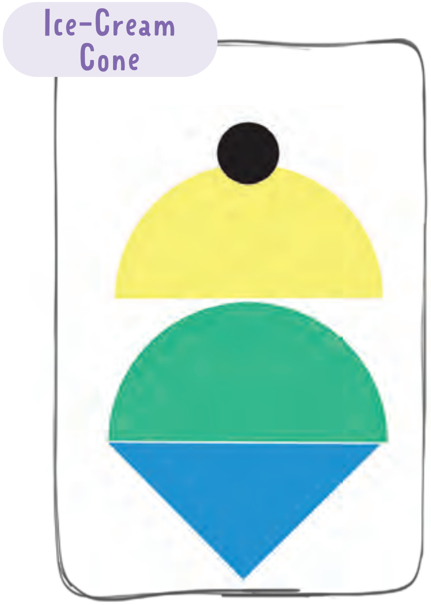
48 + 10 =

11 + 10 =

10 + 55 =

Use the shapes from the math box to re-create the images.





Write the answer to each problem.

$\begin{array}{r} 3 \\ 8 \\ +\ 3 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ 8 \\ +\ 4 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ 8 \\ +\ 4 \\ \hline \end{array}$

$\begin{array}{r} 4 \\ 2 \\ +\ 4 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ 3 \\ +\ 6 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ 3 \\ +\ 5 \\ \hline \end{array}$

Subtract the cents. Include the cent sign with your answer.

$\begin{array}{r} 8\text{¢} \\ -\ 1\text{¢} \\ \hline \end{array}$ $\begin{array}{r} 6\text{¢} \\ -\ 5\text{¢} \\ \hline \end{array}$ $\begin{array}{r} 7\text{¢} \\ -\ 3\text{¢} \\ \hline \end{array}$ $\begin{array}{r} 9\text{¢} \\ -\ 2\text{¢} \\ \hline \end{array}$

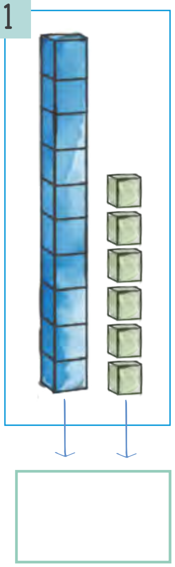
Lesson
102

TEENS MINUS 10

Have the child practice items that are not mastered.

- Count by 10s from 150 to 170. Then answer these questions: What comes after 219, 279, 299?
- Spell SEVEN, EIGHT, and NINE aloud.

○ Read to the child: In this lesson we will practice subtracting 10 from a number in the teens. Look at box #1. Write the number of one blocks in the box below the one blocks. Write the number of ten sticks under the ten stick. What number do you have? [16] Now cross out the ten stick and the digit below the ten stick. What number are you left with when you take 10 away from 16? [6] Complete the same steps for box #2.

1


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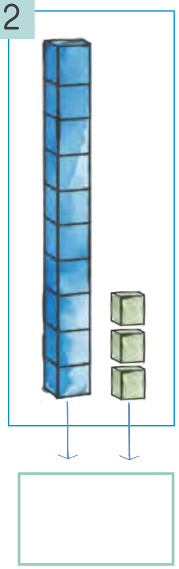


For each number below, point to the tens place. Take away 10 by crossing out the 1 in the tens place. What number is left? Write it in the box.

14 ☐ 17 ☐ 18 ☐

○ Have the child give the answers to the subtraction problems aloud.

16 - 10 =

19 - 10 =

13 - 10 =

15 - 10 =

○ Read to the child: Look at the next page. We will use this image to work on story problems. Olivia and her family are visiting a suspension bridge park in Canada. It is a unique national park where the trails are sometimes bridges through the trees. I will read each story as many times as you need. You write and complete the subtraction problem in each story. Have the child write the problems vertically or horizontally on a whiteboard and then complete them.

There are 15 people in Olivia's hiking group. Ten of them have already crossed the first suspension bridge. How many people still need to cross?

Olivia is too nervous to cross the bridge. Her mother tells her to count the trees as they pass. Once Olivia has counted to 19, her mother will give her a high five. Olivia has counted 10 trees. How many trees does she have left to count?

Olivia's brother counts 14 animals in the forest around them. Then 10 of these animals disappear behind the trees. How many animals can he still see?

○ Have the child write the answers to the subtraction problems on the next page.

19 - 10 =

16 - 10 =

15 - 10 =

18 - 10 =

14 - 10 =

13 - 10 =

Review

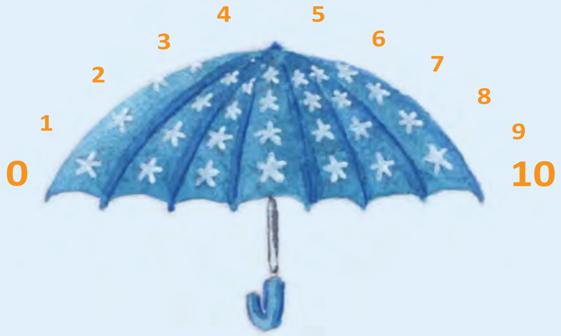
Round the numbers to the nearest ten and write the answers in the boxes.

8

2

6

3



Draw a line from the phrase to the answer below.

Hours in a day

Minutes in an hour

Seconds in a minute

60

24

60

Add the three numbers together and write the answer in the box.

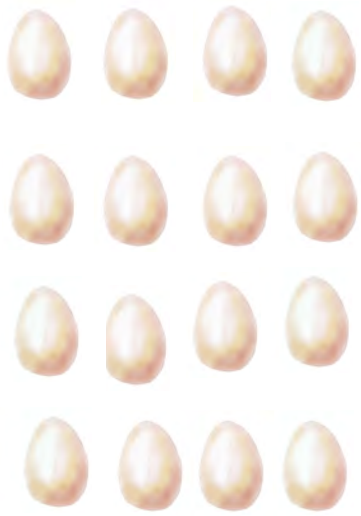
7 + 7 + 2 =

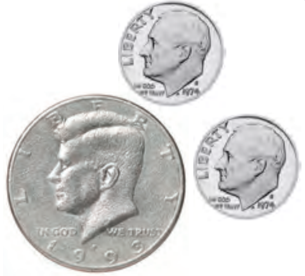
5 + 5 + 8 =

3 + 6 + 4 =

2 + 2 + 7 =

Circle one dozen eggs below. The price of the eggs is shown by the coins in the box. Write the price in the purple box. Include the cent sign with your answer.





Write the answer to each addition problem with a number word from the box.

nine eight seven

4 + 4 =

2 + 7 =

4 + 3 =

Lesson

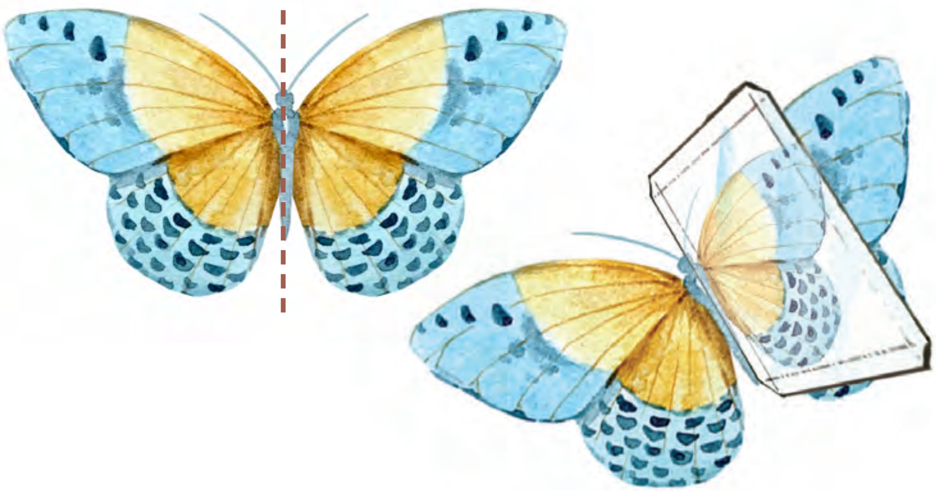
103

SYMMETRY

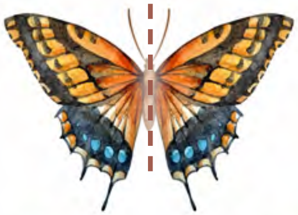
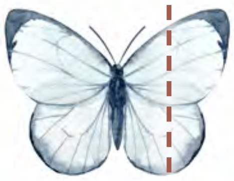
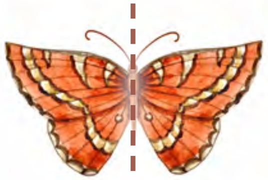
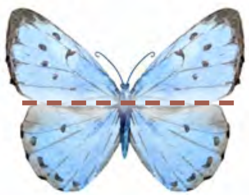
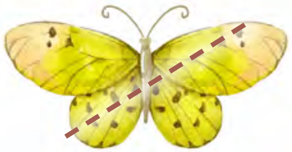
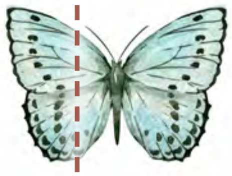
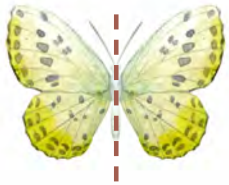
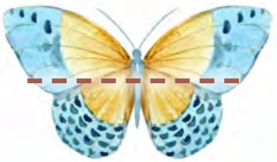
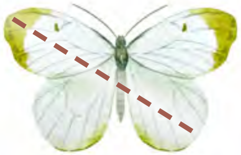
Have the child practice items that are not mastered.

- Count by 10s to 100. Then answer these questions: What comes after 289? What comes before 140?
- Count backward from 30 to 1.
- Count from 980 to 1,000.

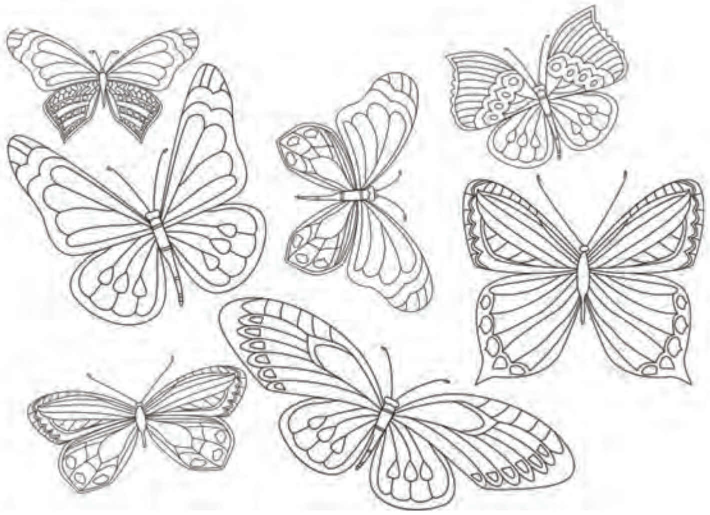
○ Read to the child: Look at the top butterfly below. It has a line dividing it in half. Are both sides the same? Yes, they are. When an object has exactly similar parts, it has ***symmetry***. The line dividing the butterfly in half equally is called a line of symmetry. If you fold the object along the line of symmetry, the sides will match exactly. They are mirror images of each other. A shape has reflectional symmetry if we place a mirror along the line of symmetry and the image in the mirror is the same as the side covered by the mirror.



○ Read to the child: The butterflies below have lines drawn on them. Circle each butterfly that has a line of symmetry, which is a line that divides the butterfly equally in half.

○ Read to the child: Draw a line of symmetry on each butterfly below.



Review

Fill in the blanks to write addition problems.

☐ + ☐ = 5

☐ + ☐ = 8

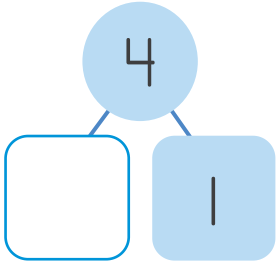
☐ + ☐ = 6

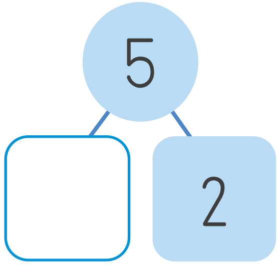
☐ + ☐ = 4

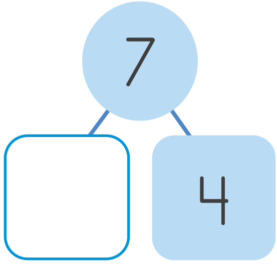
☐ + ☐ = 3

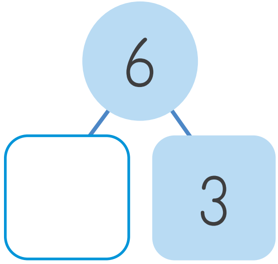
☐ + ☐ = 1

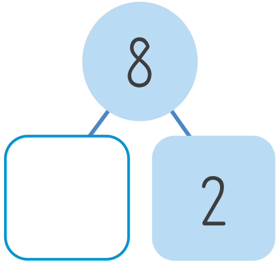
Write the missing numbers in the number bonds.

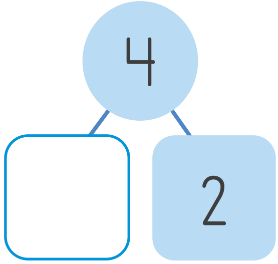




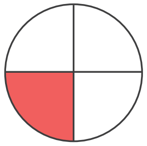


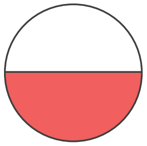


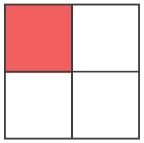


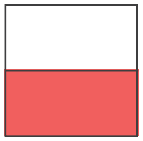


Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.

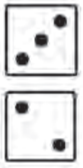


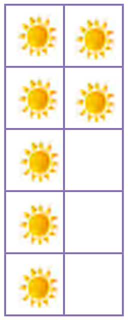


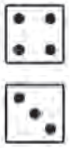


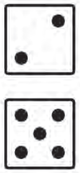


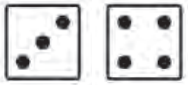
Circle the groups that show 7.

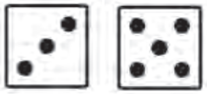


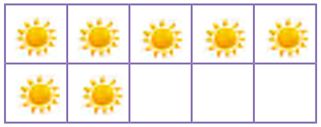


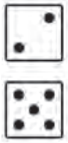


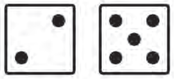


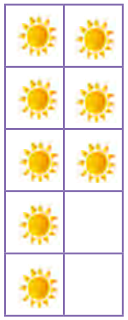


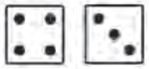


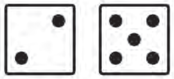


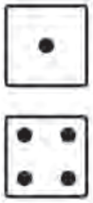


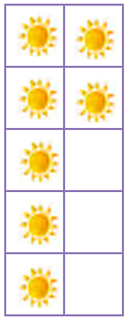






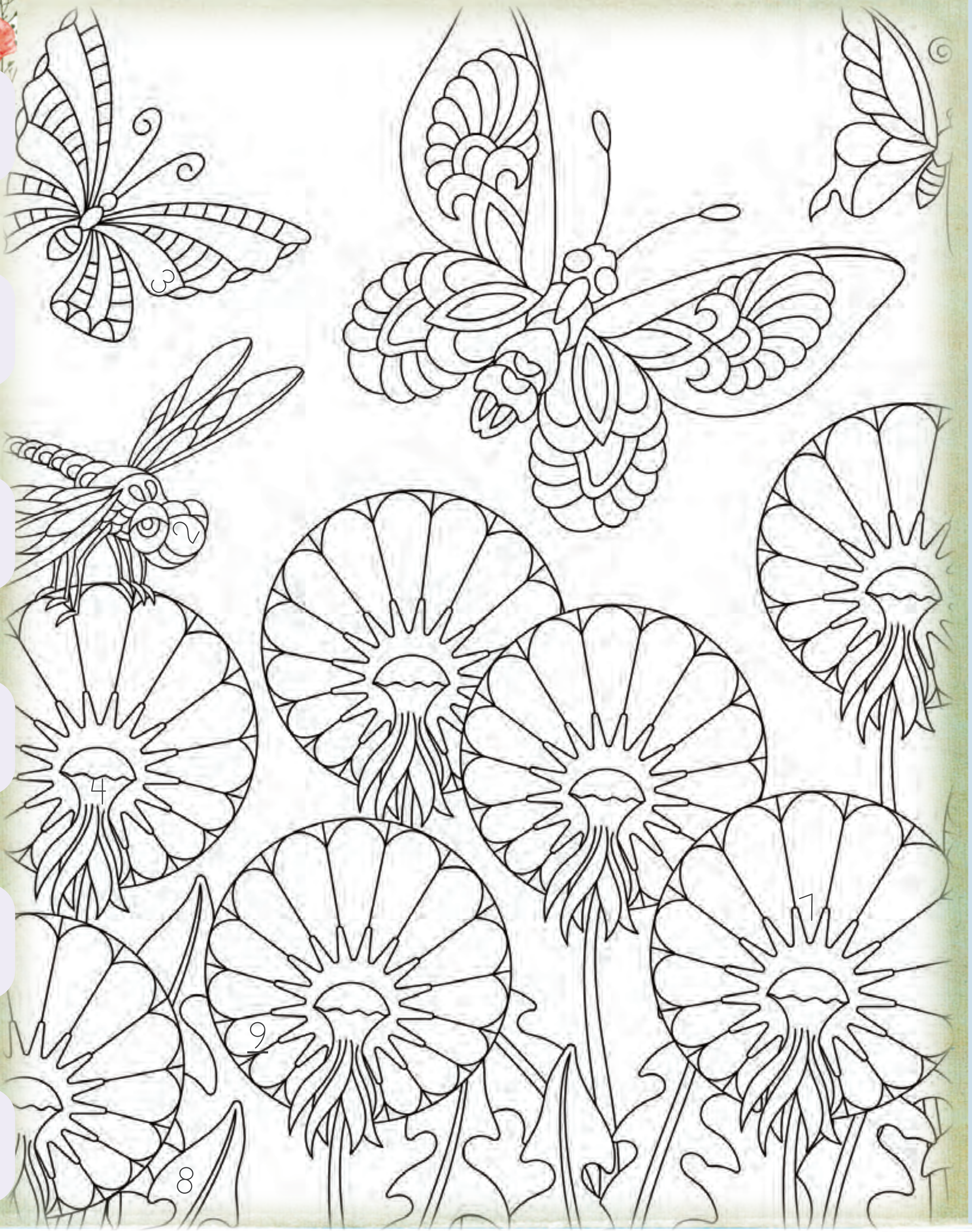






Hidden Numbers

Six numbers are hidden in this picture. Color the objects that contain the numbers. On the blank lines on the left, write the number word for each hidden number.



Complete each problem.

16 - 10 =

12 - 10 =

15 - 10 =

19 - 10 =

18 - 10 =

13 - 10 =

17 - 10 =

Lesson
104

CALENDAR WORK

Have the child practice items that are not mastered.

- Count by 10s from 150 to 170. Then answer these questions: What comes after 149, 199, 279?
- Spell SEVEN, EIGHT, and NINE aloud. (Watch the video “How to Spell Numbers 7, 8, 9” if help is needed.)
- Count by 100s from 100 to 1,000.

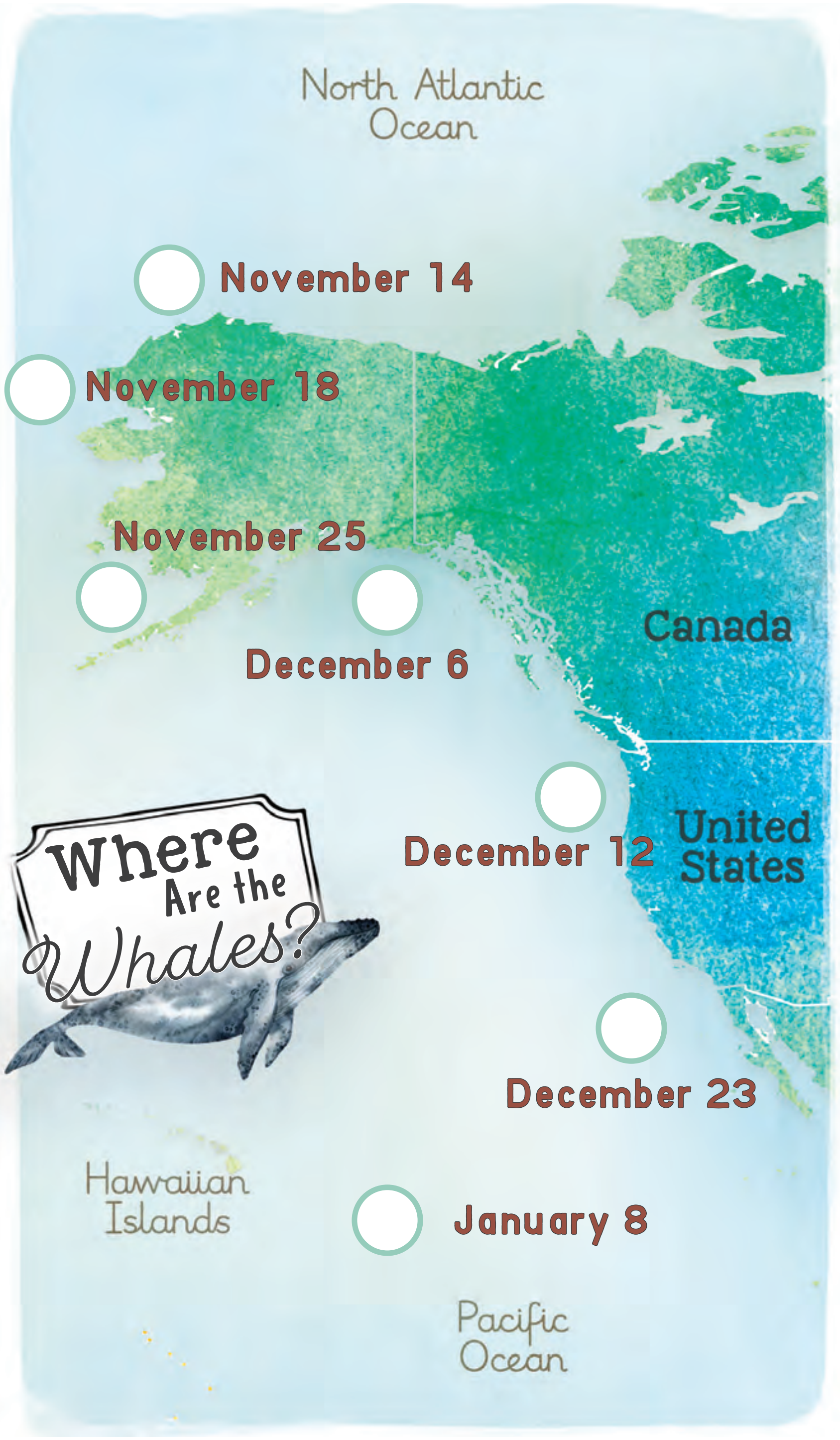
○ Read to the child: Every year humpback whales travel from the Arctic north to the warmer waters of Hawaii and back again! Look at their route on the right and trace with your finger from circle to circle to follow the route. Whales start migrating in November, when the water in the north gets cold, and will start returning in May. Their migration takes 4–6 weeks.

Each circle has a date and marks where the whales were on that date. Pick any circle and color it in. Say the date you chose, and then answer these questions about that date, using the calendar on the next page if needed.

1. What day of the week was it yesterday?
2. What day of the week will it be tomorrow?
3. What day of the month will it be one week from now?
4. What was the date one month ago?
5. What will the date be one month from now?

Have the child repeat the exercise with two or more of the circles.

○ Read to the child: On the next page is a calendar showing all 12 months of the year. What is the first month of the year? What is the third month of the year? Second? Fifth? Fourth? Sixth? Point to the month you were born in.


North Atlantic Ocean
November 14
November 18
November 25
December 6
Canada
Where Are the Whales?
December 12
United States
December 23
Hawaiian Islands
January 8
Pacific Ocean

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

			Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November

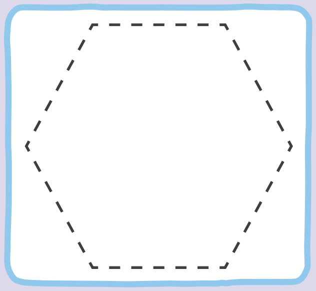
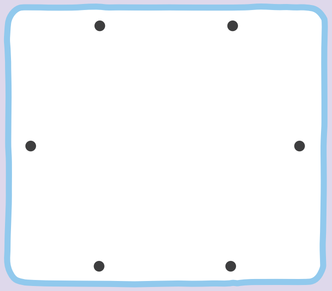
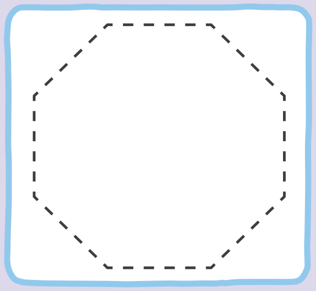
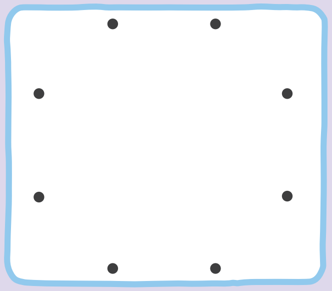
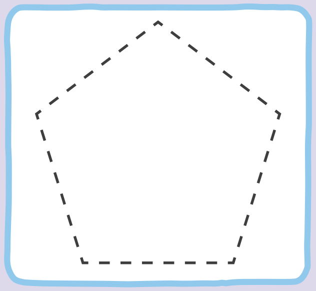
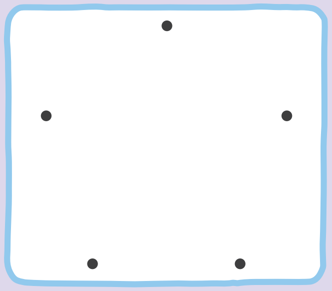
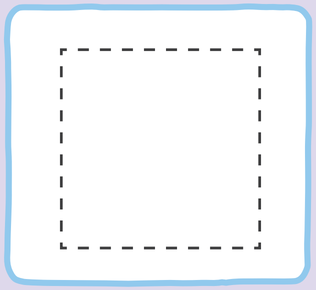
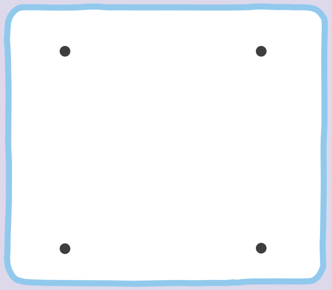
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Review

Trace the shapes. Connect the dots with straight lines to create the shapes. Then draw a line from the box of the shape you drew to the name of the shape.

Octagon (8 sides)

Hexagon (6 sides)

Square/ Rhombus (4 sides)

Pentagon (5 sides)

Complete the problems.

$$\begin{array}{r} 4 \\ 5 \\ +\ 4 \\ \hline \boxed{} \end{array} \qquad \begin{array}{r} 3 \\ 7 \\ +\ 6 \\ \hline \boxed{} \end{array} \qquad \begin{array}{r} 5 \\ 2 \\ +\ 5 \\ \hline \boxed{} \end{array}$$

$$\begin{array}{r} 9 \\ 1 \\ +\ 4 \\ \hline \boxed{} \end{array} \qquad \begin{array}{r} 3 \\ 3 \\ +\ 8 \\ \hline \boxed{} \end{array} \qquad \begin{array}{r} 2 \\ 3 \\ +\ 2 \\ \hline \boxed{} \end{array}$$

Draw a line from the phrase to the answer below.

Hours in a day

Seconds in a minute

Minutes in an hour

60

24

60

Lesson
105

GROUPING BY 10s TO COUNT

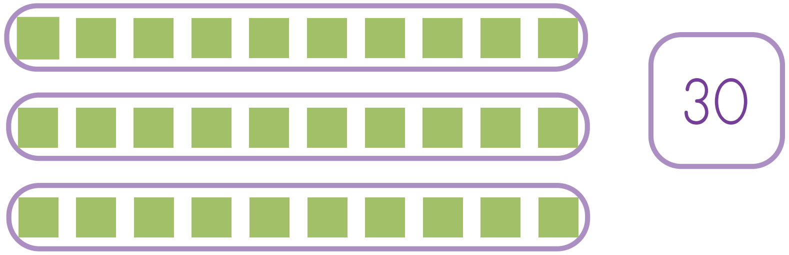
Have the child practice items that are not mastered.

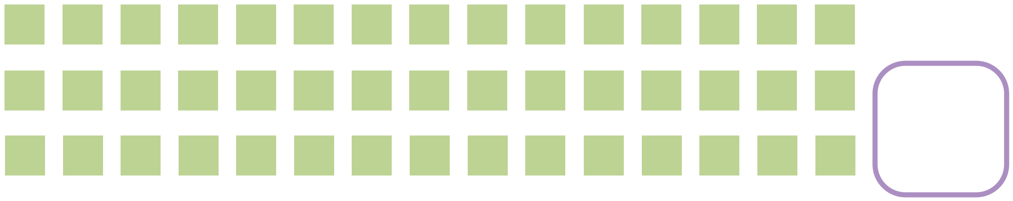
- Point to each number and say one more than each number.

299 699 199 489 499 999

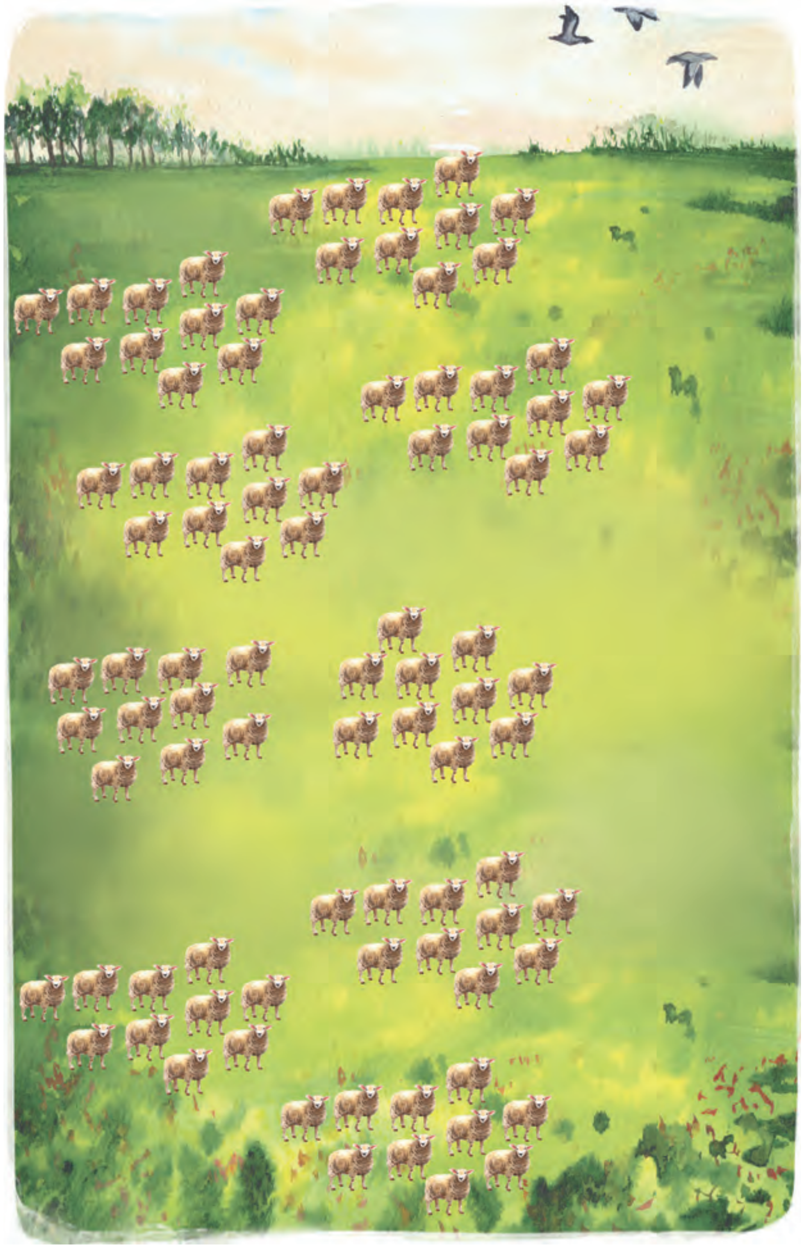
- Count backward from 30 to 10.
- Count by 100s from 100 to 1,000.

○ Read to the child: Look at the large group of green squares below. The squares are circled in groups of 10. This makes it easy to count the squares. In the bottom section, circle the squares in groups of 10. Then skip count by 10s for each group and write the total in the box.





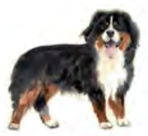
○ Read to the child: This sheepdog is herding the sheep into the pen. Circle each group of 10 sheep. Then skip count by 10s for each group and say the total number aloud.

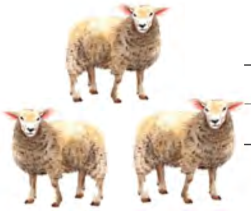


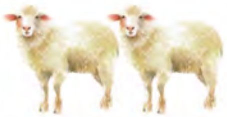
Review

Write the word that represents the number of animals in each group.

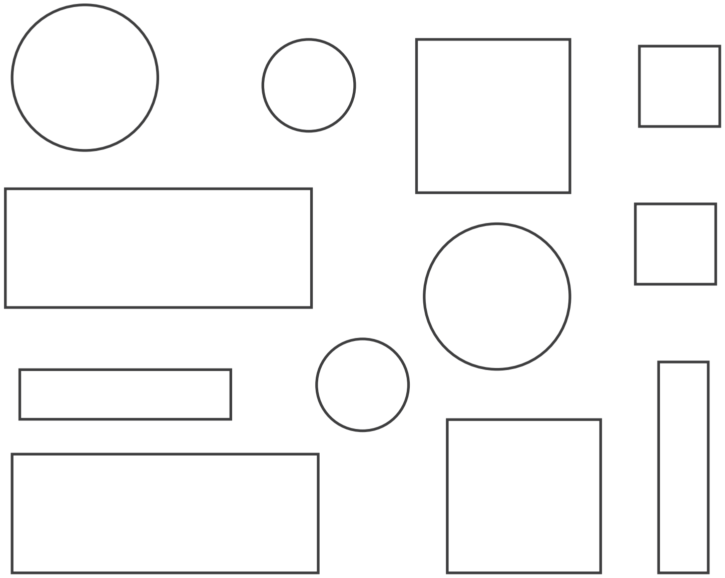
one two three



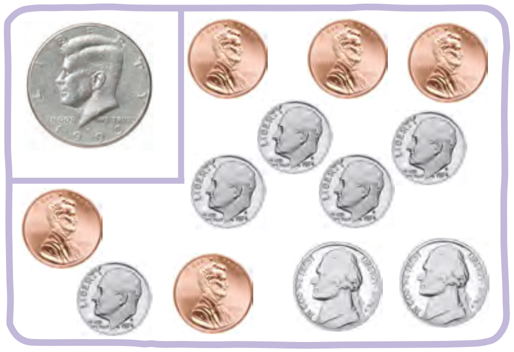


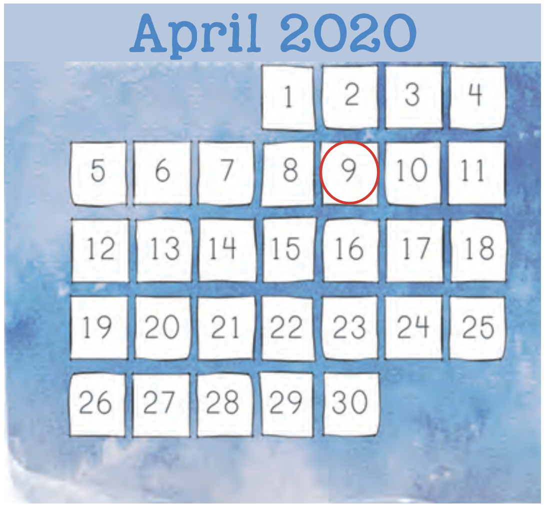


Draw a line from each shape to its exact match.



A half-dollar is worth 50 cents. Circle the coins needed to equal the same value as the half-dollar using the fewest number of coins.





April 2020

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

The first box contains the circled date. In the other boxes, write the dates that are one day before and after the date below.

April 9, 2020

Yesterday

Tomorrow

Complete each problem.

14 - 10 =

19 - 10 =

15 - 10 =

18 - 10 =

10 - 10 =

11 - 10 =

12 - 10 =

13 - 10 =

Lesson
106

MEASURING TO THE NEAREST CENTIMETER

Supplies

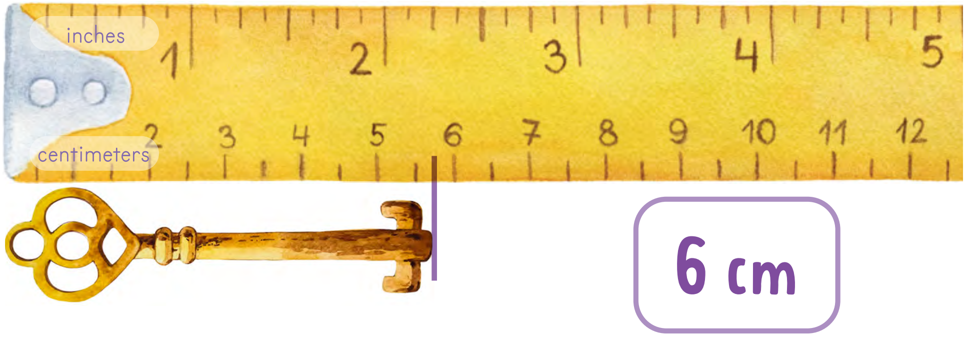
ruler (optional)

Have the child practice items that are not mastered.

- Say the name of each coin and its value.

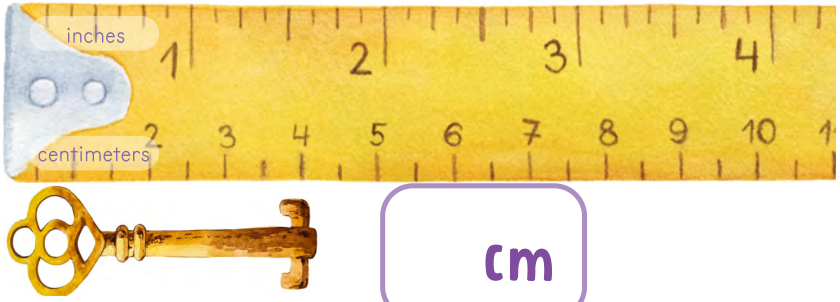
- Count from 280 to 300.

○ Optional: For this lesson you can either use the ruler on the page or place an actual ruler on top of the images of rulers. Read to the child: A ruler is used to measure length. The top of the ruler below shows inches, and the bottom shows centimeters. The abbreviation for centimeters is “cm.” Look at the key being measured below. The purple line shows where the end of the key lines up on the ruler. This key’s length does not measure exactly 5 cm or 6 cm; it is between 5 and 6 cm. When finding length, we can measure to the nearest centimeter. Is the purple line closer to 5 or 6? Because it is closer to 6, we would say this key is about 6 cm long.

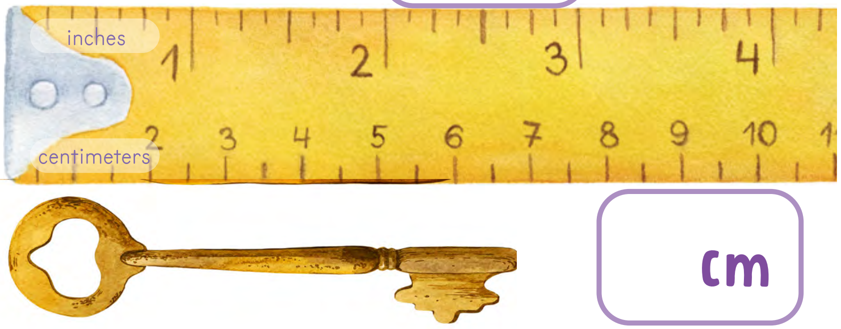

inches
1
2
3
4
5
centimeters
2
3
4
5
6
7
8
9
10
11
12

6 cm

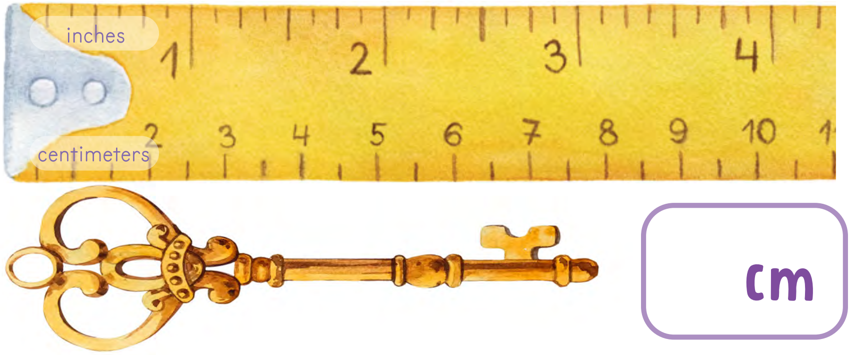
○ Read to the child: Measure each key in the next column to the nearest centimeter. First, draw a line from the tip of the key straight up to the ruler. Then determine which number the line is closer to and write that number in the box.


inches
1
2
3
4
centimeters
2
3
4
5
6
7
8
9
10

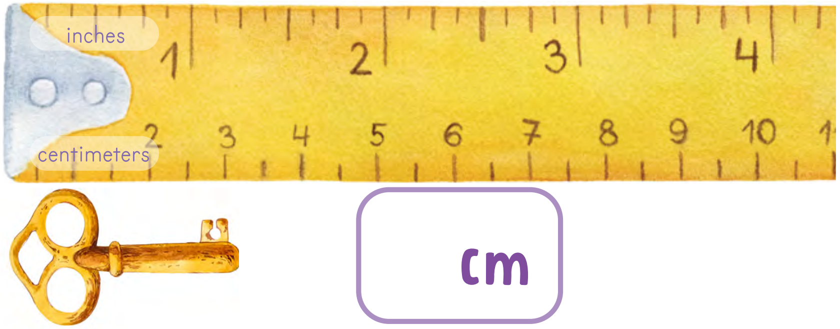
cm


inches
1
2
3
4
centimeters
2
3
4
5
6
7
8
9
10

cm


inches
1
2
3
4
centimeters
2
3
4
5
6
7
8
9
10

cm

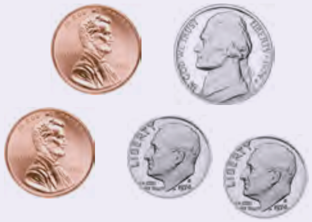

inches
1
2
3
4
centimeters
2
3
4
5
6
7
8
9
10

cm

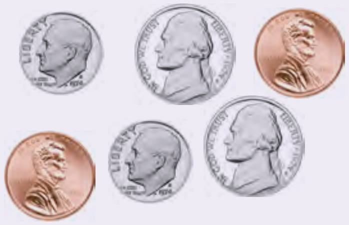
○ Read to the child: Find three objects in your home that are shorter than your ruler or the rulers on this page. Place the objects by the ruler and measure to the nearest centimeter.

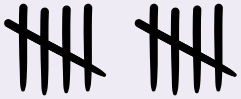
Review

Write the less than, greater than, or equal to symbol (<, >, =) in each blue circle to compare the two sides.

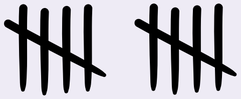


○



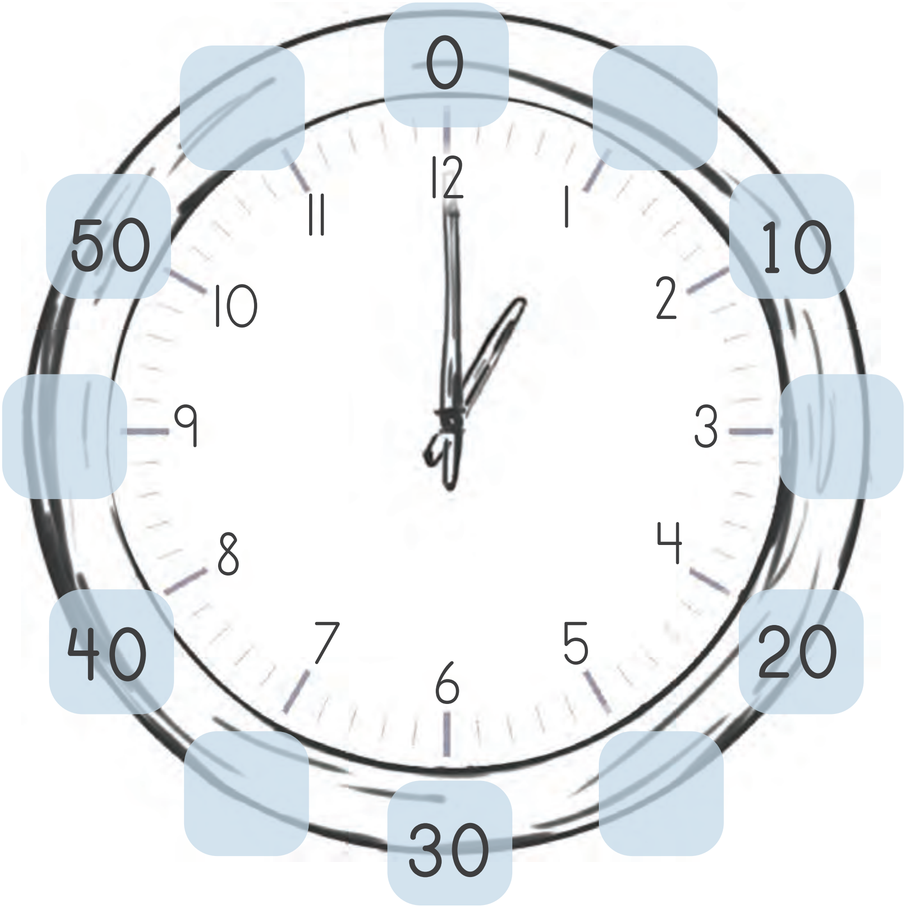


○



7 + 3 ○ 2 + 4

Write the correct minutes in the blue boxes by counting by 5s. Some of the boxes are filled in for you.


0
10
20
30
40
50
12
1
2
3
4
5
6
7
8
9
10
11

Write the missing numbers in the number bonds.

6	7	3	4	8	2	5
☐ 2	☐ 4	☐ 0	☐ 4	☐ 5	☐ 1	☐ 3

Lesson
107

MEASURING TO THE NEAREST INCH

Supplies

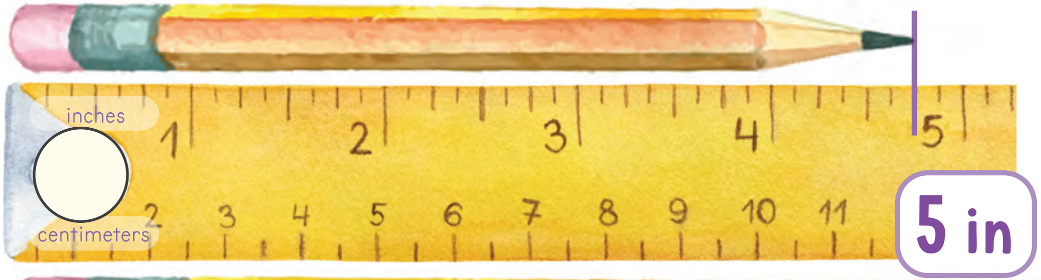
ruler (optional)

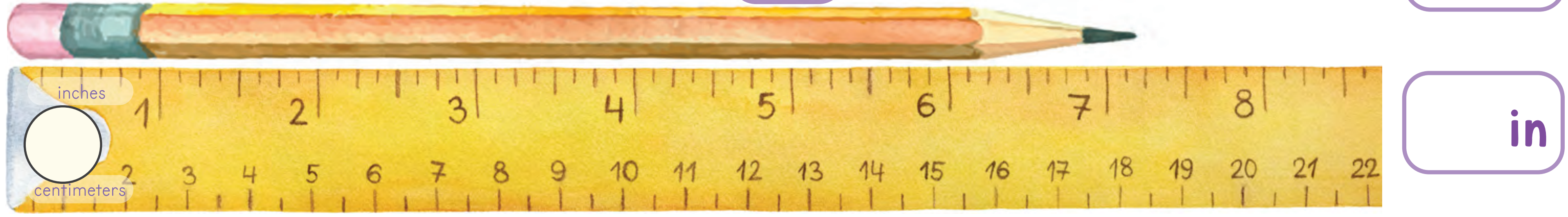
Have the child practice items that are not mastered.

- Say how many are in a dozen. [12]
- Point to each number and say one more than each number.

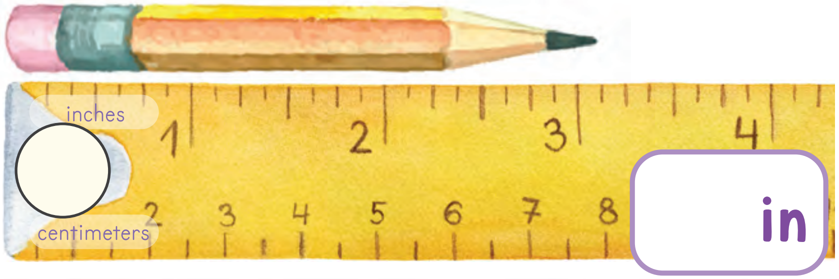
199 479 699 389 599 999

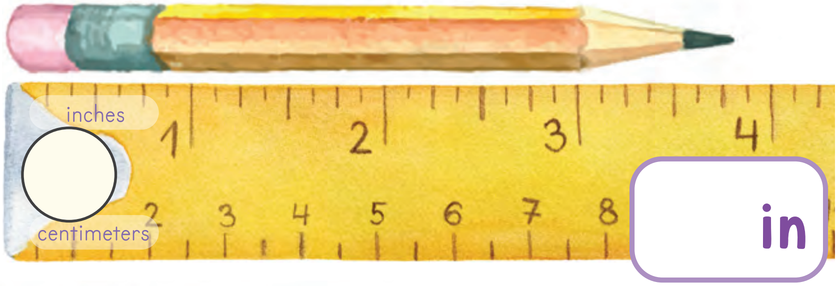
○ For this lesson you can either use the ruler on the page or place an actual ruler on top of the images of rulers. Read to the child: Look at the ruler below. Remember, one side of the ruler shows inches, and the other side shows centimeters. The pencil below belongs to Sarah, who loves to draw. Look at the purple line. This pencil does not measure exactly 4 inches or 5 inches; it is between 4 and 5 inches. When finding length, we can measure to the nearest inch. The abbreviation for inches is "in." Is the purple line closer to 4 or 5? Because it is closer to 5, we would say this pencil is about 5 in long.

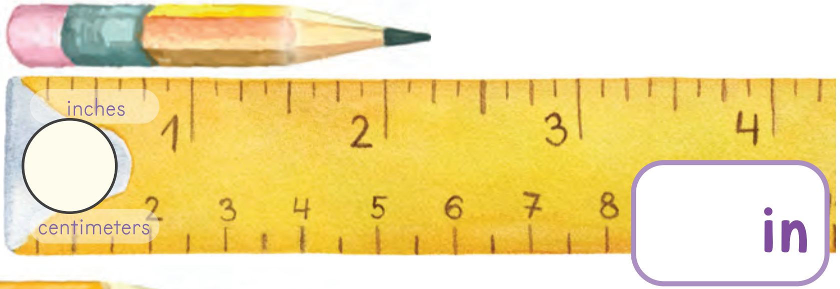

inches
1 2 3 4 5
centimeters
2 3 4 5 6 7 8 9 10 11
5 in


inches
1 2 3 4 5 6 7 8
centimeters
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
in

○ Read to the child: Sarah has been using her pencil quite a bit, and every time she measures it, it is a little shorter. Measure each of the pencils to the nearest inch. First, draw a line at the tip of the pencil. Next, determine which number the line is closer to and write that number in the box. Then put the pencils in order by writing 1st (longest) to 5th (shortest) in the circles.

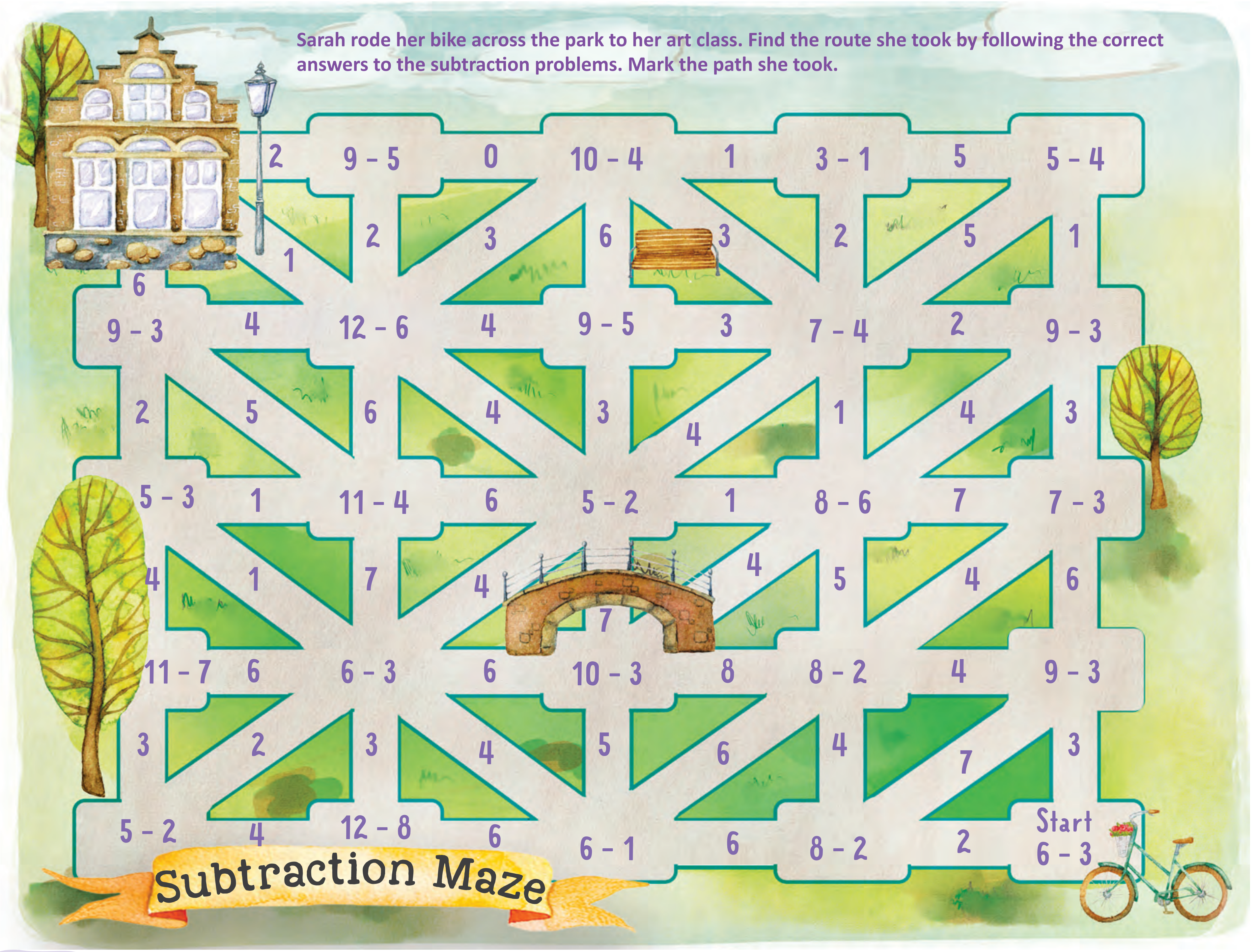

inches
1 2 3 4
centimeters
2 3 4 5 6 7 8
in


inches
1 2 3 4
centimeters
2 3 4 5 6 7 8
in


inches
1 2 3 4
centimeters
2 3 4 5 6 7 8
in

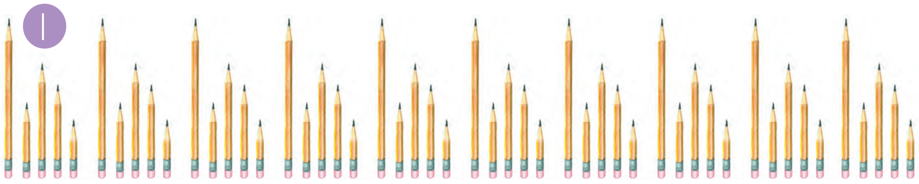
Subtraction Maze

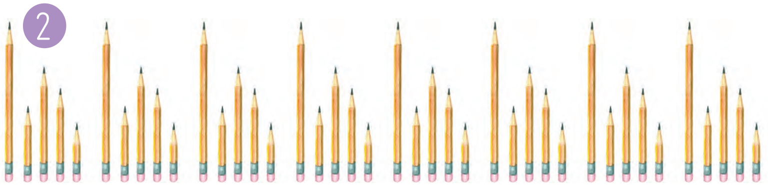
Sarah rode her bike across the park to her art class. Find the route she took by following the correct answers to the subtraction problems. Mark the path she took.


2
9 - 5
0
10 - 4
1
3 - 1
5
5 - 4
1
2
3
6
3
2
5
1
6
9 - 3
4
12 - 6
4
9 - 5
3
7 - 4
2
9 - 3
2
5
6
4
3
4
1
4
3
5 - 3
1
11 - 4
6
5 - 2
1
8 - 6
7
7 - 3
4
1
7
4
7
4
5
4
6
11 - 7
6
6 - 3
6
10 - 3
8
8 - 2
4
9 - 3
3
2
3
4
5
6
4
7
3
5 - 2
4
12 - 8
6
6 - 1
6
8 - 2
2
Start
6 - 3

Review

Circle the pencils in groups of ten. Then count by 10s to find the total number of pencils and write that number in the box.

①


②


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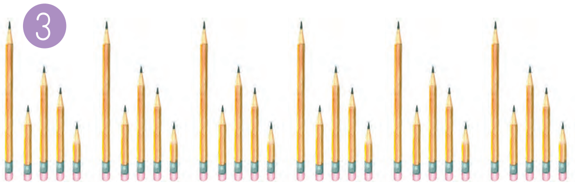
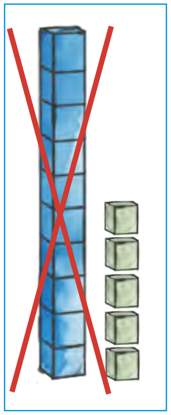


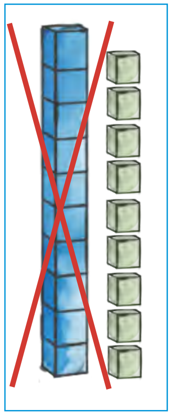
Complete each problem.

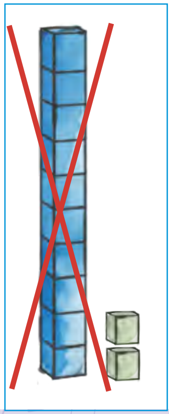
$$\begin{array}{r} 27 \\ +\ 12 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ +\ 24 \\ \hline \end{array} \quad \begin{array}{r} 33 \\ +\ 15 \\ \hline \end{array} \quad \begin{array}{r} 45 \\ +\ 22 \\ \hline \end{array} \quad \begin{array}{r} 23 \\ +\ 13 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ +\ 20 \\ \hline \end{array} \quad \begin{array}{r} 56 \\ +\ 13 \\ \hline \end{array} \quad \begin{array}{r} 73 \\ +\ 23 \\ \hline \end{array} \quad \begin{array}{r} 35 \\ +\ 21 \\ \hline \end{array} \quad \begin{array}{r} 44 \\ +\ 35 \\ \hline \end{array}$$

Draw a line from the ten stick and one blocks to the matching subtraction problem. Then write the answer to each subtraction problem.







19 - 10 =

12 - 10 =

15 - 10 =

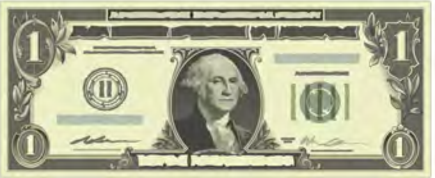
Lesson
108

MAKING A DOLLAR

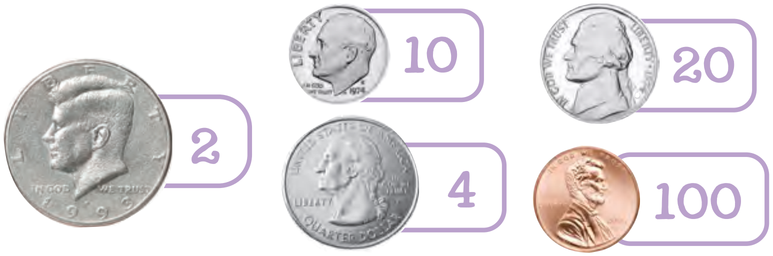
Have the child practice items that are not mastered.

- Count by 10s from 300 to 500. Then answer these questions: What comes after 149, 159, 169?
- Spell SEVEN, EIGHT, and NINE aloud.
- Count from 830 to 850.

○ Point to the dollar bill. Read to the child: This is a one-dollar bill. The symbol for a dollar sign is this: $. If you were going to buy something for one dollar, the price would look like this: $1.00

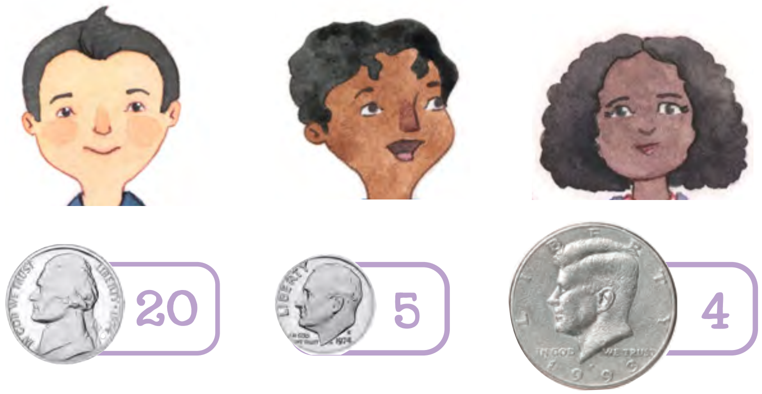


Say the name of each coin below. The number next to it shows the number of that coin needed to make a dollar. Use the information to answer the questions below.

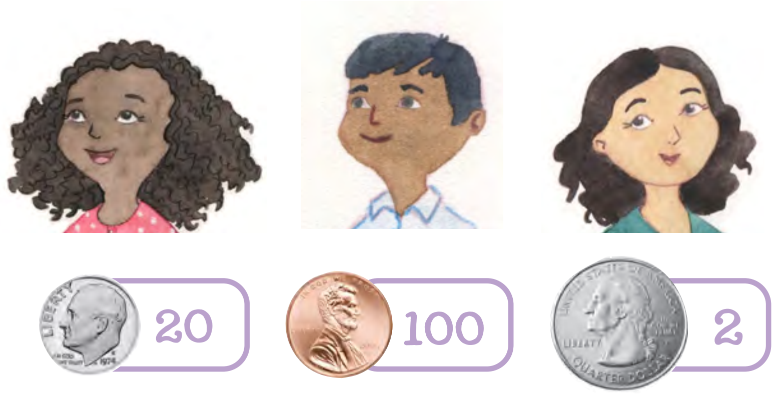


1. How many half-dollars equal a dollar?
2. How many quarters equal a dollar?
3. How many dimes equal a dollar?
4. How many nickels equal a dollar?
5. How many pennies equal a dollar?
6. How can you make a dollar using the fewest coins?
7. How can you make a dollar using the most coins?

○ Read to the child: Samuel found a dollar bill at the park while playing with his friends. He would like to return the dollar to its rightful owner. The person with the correct number of coins that equal a dollar is the owner. Circle that person.



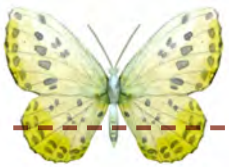
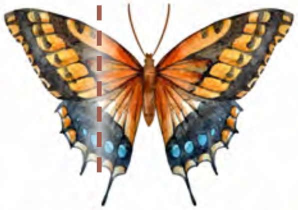
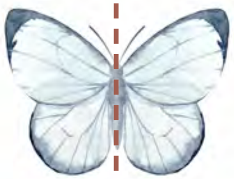
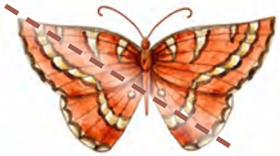
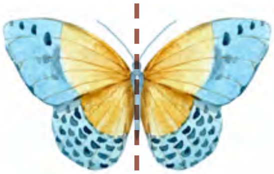
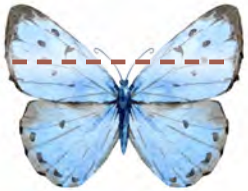
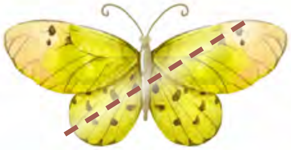
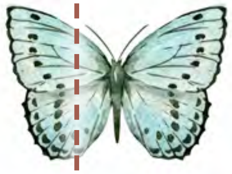
○ Read to the child: Ben also found a dollar and is trying to return it to the rightful owner. Again, circle the person with the correct number of coins to equal a dollar.



○ Take a penny, nickel, dime, and quarter from the math box. Read to the child: I am going to hand you a coin, and you tell me the name of the coin, its value, and how many of that coin you would need to equal a dollar. You can refer to the pictures of the coins on this page for help.

Review

Circle each butterfly that has a line showing reflectional symmetry. (Hint: The line will divide the butterfly equally in half.)

Complete the problems.

$$\begin{array}{r} 7\\ 3\\ +\ 7\\ \hline \end{array} \qquad \begin{array}{r} 5\\ 5\\ +\ 5\\ \hline \end{array} \qquad \begin{array}{r} 4\\ 2\\ +\ 6\\ \hline \end{array} \qquad \begin{array}{r} 8\\ 5\\ +\ 2\\ \hline \end{array}$$

6 + 6 + 3 =

9 + 1 + 8 =

Write the answers to the problems by increasing the digit in the tens place by one for addition or decreasing the digit in the tens place by one for subtraction.

35 + 10 =

62 − 10 =

60 + 10 =

46 + 10 =

58 − 10 =

79 − 10 =

Lesson

109

MEASURING USING FEET

Have the child practice items that are not mastered.

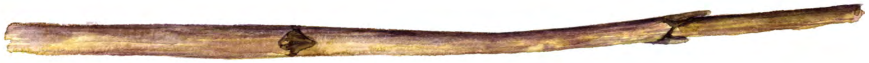
- Spell SEVEN, EIGHT, NINE, and TEN aloud.
- Count by 10s from 150 to 200.
- Show the fewest coins possible from the math box to equal each amount: 75¢, 44¢, 81¢, 70¢.

Supplies

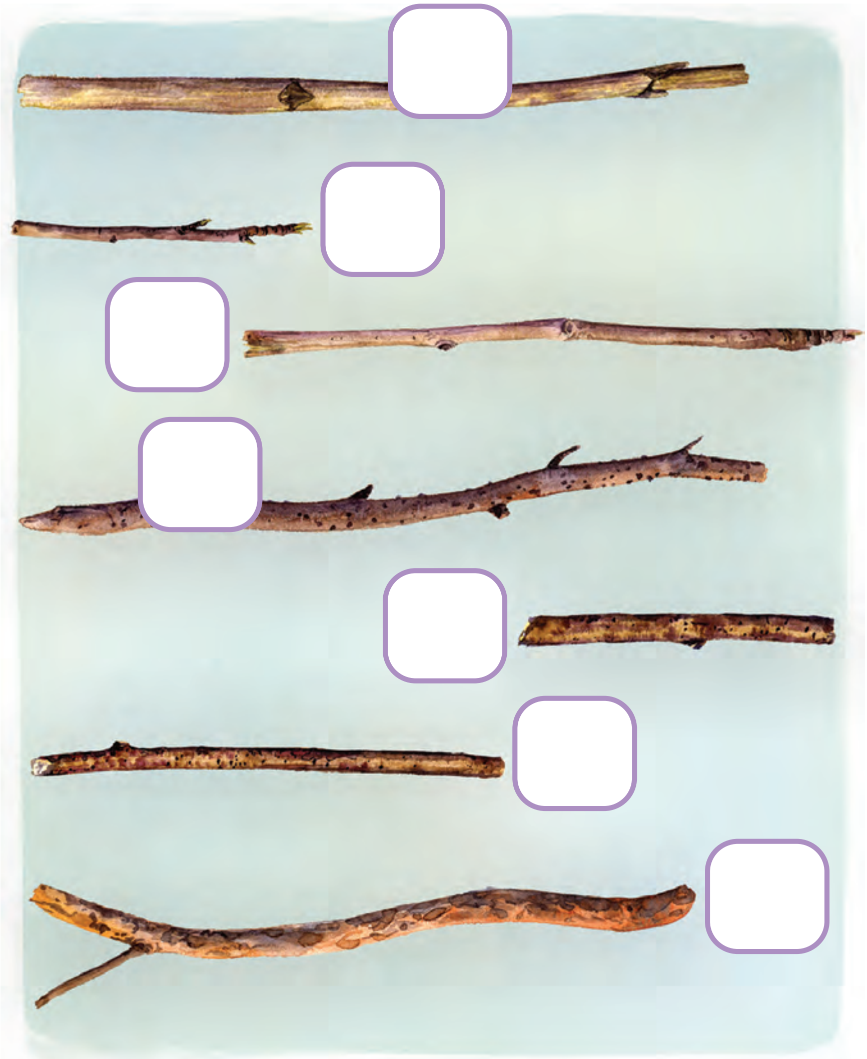
ruler

○ Take the boats from the math box. Take out a ruler. Read to the child: Look at each of these boats. We can use anything to measure. You could measure things with the math box boats. Place all the boats in a line. If you had one more boat, they would equal one ***foot*** in length. A foot is 12 inches long. Look at your ruler. Count the inch lines from 0 to 12. Your ruler is one foot long.

Place your boats under this stick to find how many boats long it is. Write the number of boats in the box.



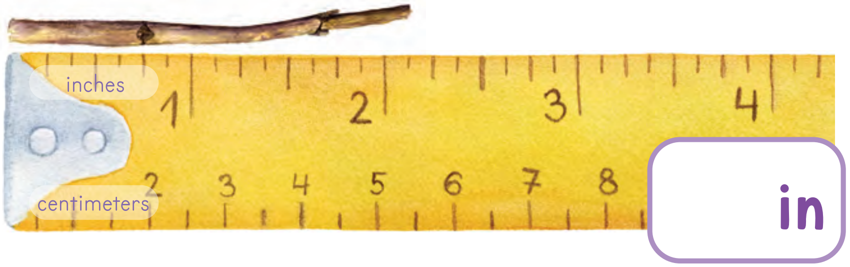
○ Read to the child: This bird is making a nest. Measure the sticks in the next column using the boats. Write the number of full boats long each stick is. The bird will only use sticks that are at least two boats in length. Cross out the sticks that are too short.



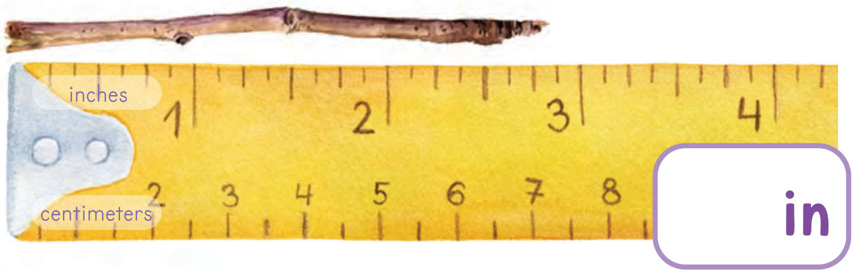
○ **Foot Scavenger Hunt.** Give a ruler to the child. Read to the child: We are going to see if you can find something in our house that is about one foot long. Find an object you think might be one foot long. Place the ruler at the left end of the object. Find where the object ends on the ruler and tell me how many inches long the object is. If the object is the same length as the ruler, it is 12 inches, or one foot, long. If it is not about one foot long, keep looking! Can you find something that is two feet long?

Review

Measure the sticks to the nearest inch.


inches
1
2
3
4
centimeters
2
3
4
5
6
7
8

☐ in


inches
1
2
3
4
centimeters
2
3
4
5
6
7
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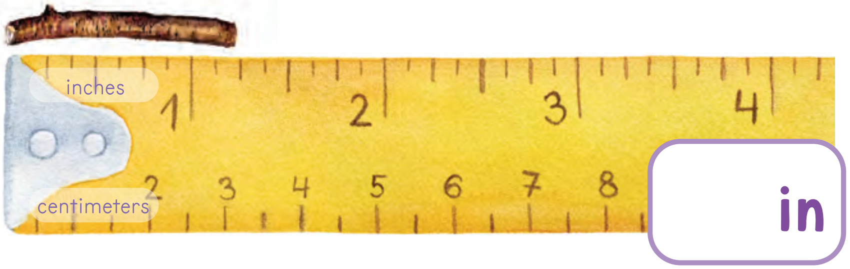
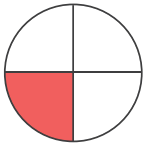
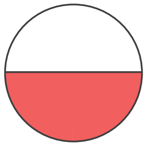
☐ in

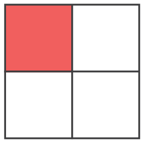

inches
1
2
3
4
centimeters
2
3
4
5
6
7
8

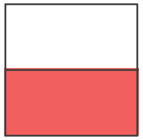
☐ in

Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.









Fill in the blanks to write addition problems that equal the answers.

☐ + ☐ = 5

☐ + ☐ = 6

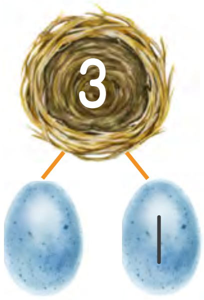
☐ + ☐ = 3

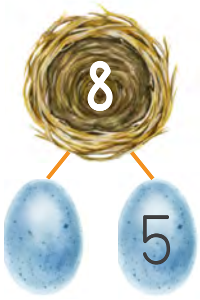
☐ + ☐ = 8

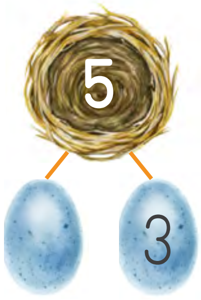
☐ + ☐ = 4

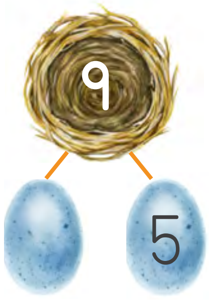
☐ + ☐ = 1

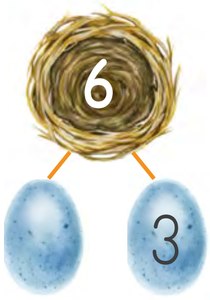
Write the missing numbers in the number bonds.

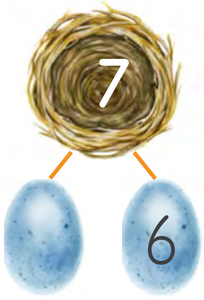


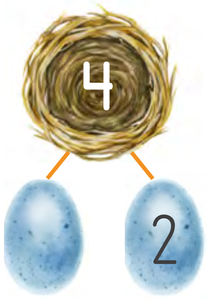












Lesson
110

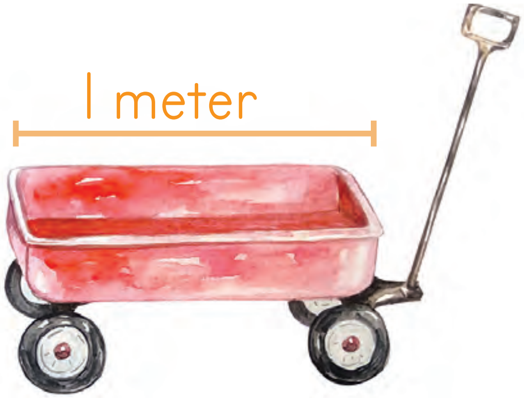
MEASURING USING METERS

Have the child practice items that are not mastered.

- Say the months of the year in order.
- Spell ELEVEN and TWELVE aloud.
- Count by 10s from 150 to 170.

Supplies
tape or glue

○ Read to the child: In the last lesson, we learned how to measure using feet. Today, we are going to learn how to measure using meters. A ***meter*** is about the length of three feet, or the length of a wagon.



A meter is used to measure items the length of a wagon or longer. A baseball bat is also about a meter long. Is a pencil longer or shorter than a meter? [shorter] Is a car longer or shorter than a meter? [longer]

○ Have the child cut out the pieces of the meterstick on the next page and glue or tape them together. Read to the child: Take the meterstick you have created and lay it out flat on the floor. Try lying down next to it. Are you taller than a meter? How many meters long is the kitchen table or a couch? Place the meterstick on the left end of what you are measuring. Find the other end of the meterstick and place an object there to mark that end. Then move the meterstick so the first end now touches the place you marked. Continue doing this until you have measured the full length.

○ Read to the child: Find the orange square on the meterstick. This square is at 1 foot. Look at the length of a foot compared to a meter. Find the purple circle. This circle is at 1 inch. Find the blue triangle. This triangle is at 1 centimeter.

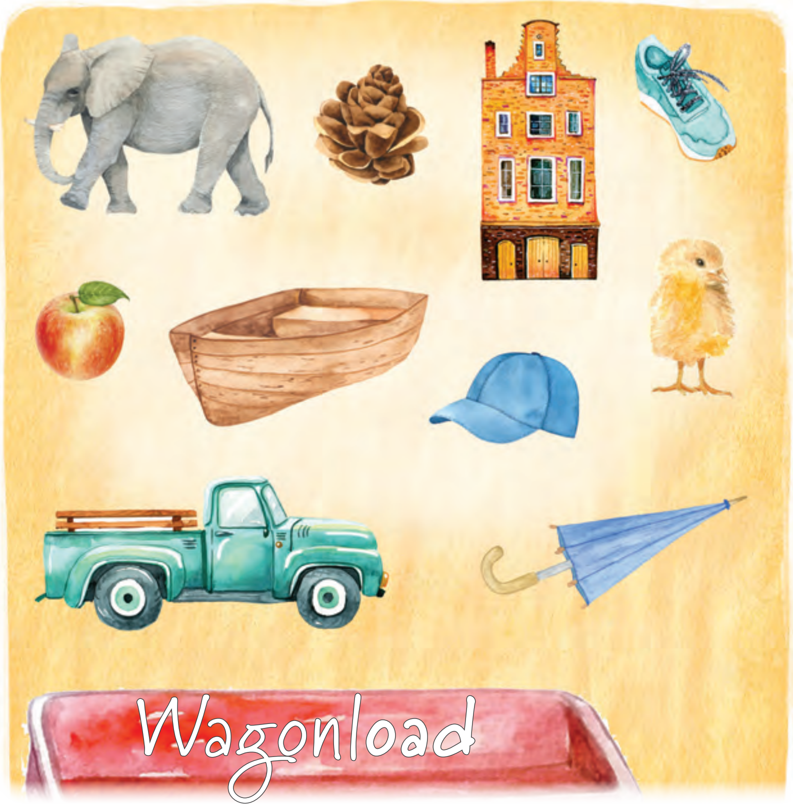
Circle the longest unit.

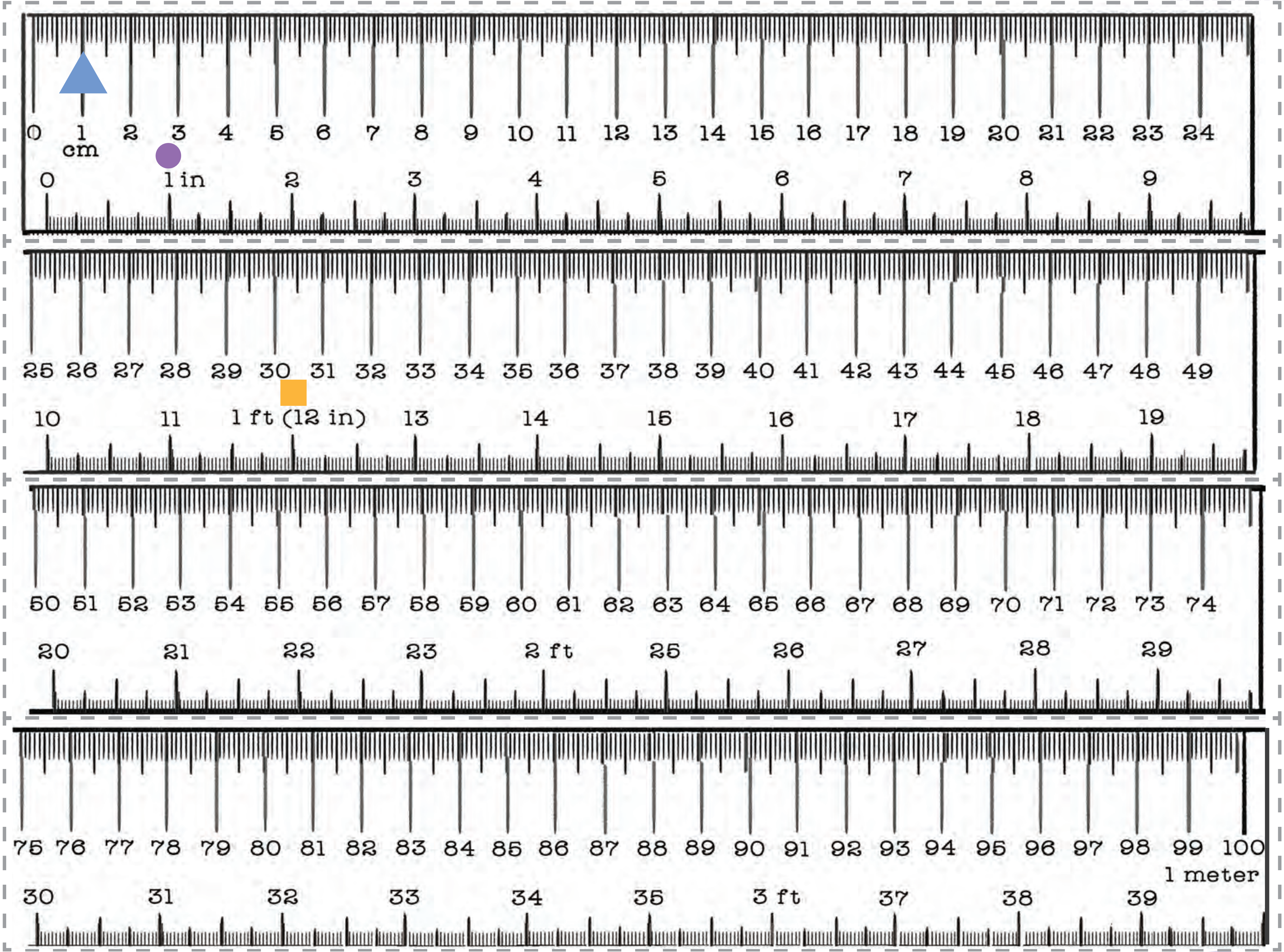
Centimeter Foot Inch Meter

Circle the shortest unit.

Centimeter Foot Inch Meter

○ **Wagonload Activity.** Read to the child: Circle the objects below that are less than one meter long (items that would fit inside a wagon). Put a check mark next to the object you think would be closest to a meter in length. Note: Images are not drawn to scale.




0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
cm
0 1 in 2 3 4 5 6 7 8 9
25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49
10 11 1 ft (12 in) 13 14 15 16 17 18 19
50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74
20 21 22 23 2 ft 25 26 27 28 29
75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
1 meter
30 31 32 33 34 35 3 ft 37 38 39

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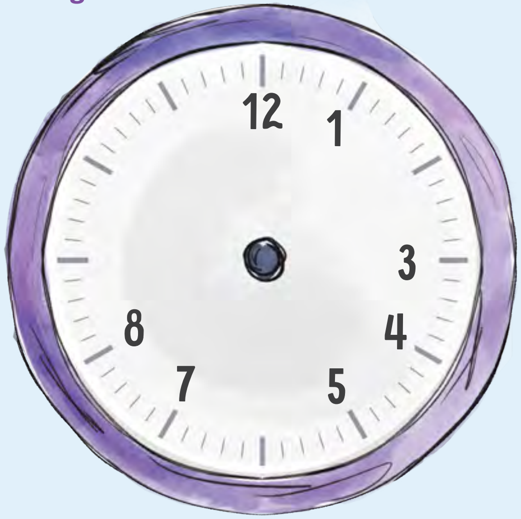
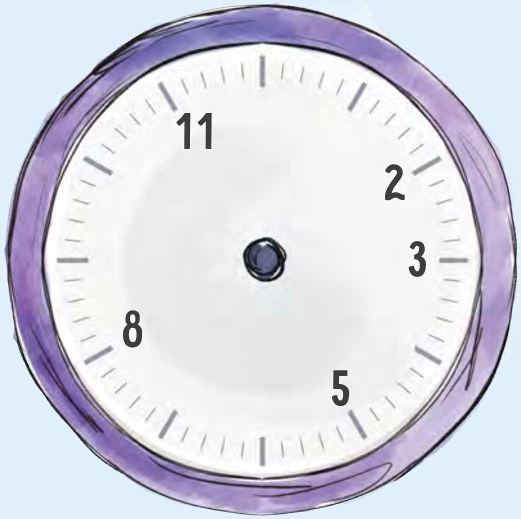
Review

On each clock fill in the missing numbers and draw the clock hands to show the time given.



Quarter after 6



Quarter after 7

Subtract the cents. Include the cent sign with your answer.

6¢ - 3¢

9¢ - 2¢

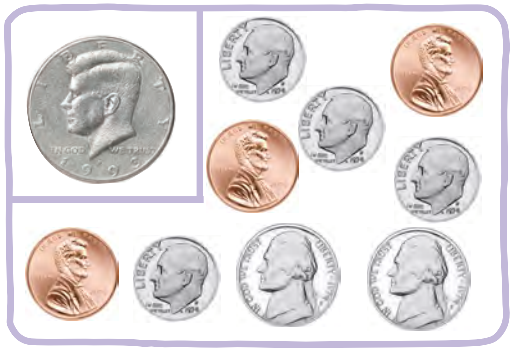
8¢ - 5¢

7¢ - 4¢

3¢ - 3¢

5¢ - 1¢

A half-dollar is worth 50 cents. Circle the coins needed to equal the same value as the half-dollar.



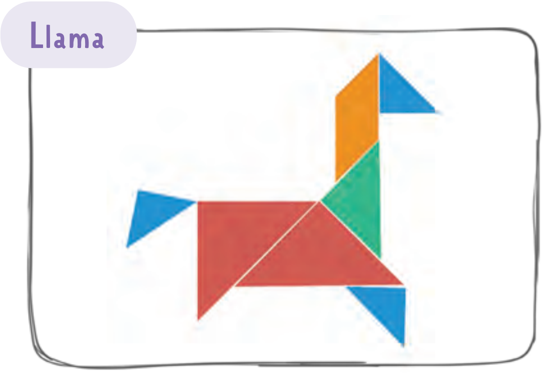
Complete the problems.

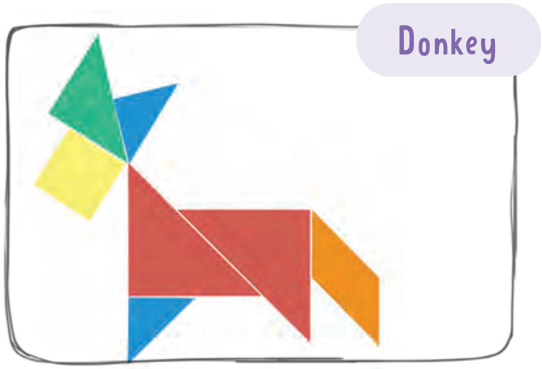
85 + 10 =

71 − 10 =

90 + 10 =

Use the shapes from the math box to re-create the images.





Lesson
111

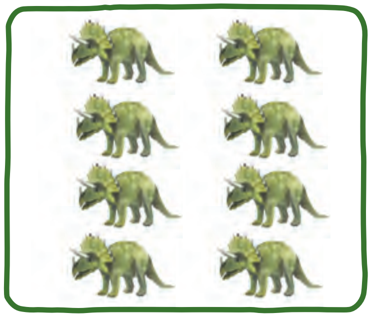
DIVIDING ITEMS INTO TWO EQUAL GROUPS

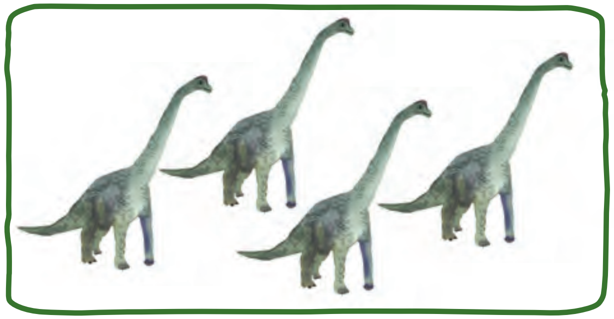
Have the child practice items that are not mastered.

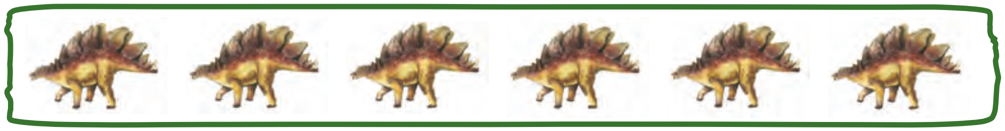
- List all the even numbers from 0 to 10.
- Count by 5s from 50 to 80.
- Add 10 to each number: 7, 5, 40, 55, 65.
- Spell ONE, TWO, and THREE aloud.

○ Take four small blue triangles from the math box. Read to the child: I'll pick up four triangles. Now I will give each of us a triangle until they are gone. Pass out the triangles. We each have two triangles, or an equal number of items. Let's try doing the same thing with three triangles. Pass out the triangles. As you can see, we can't divide three into two equal groups with nothing left over. We have two equal groups and one left over.

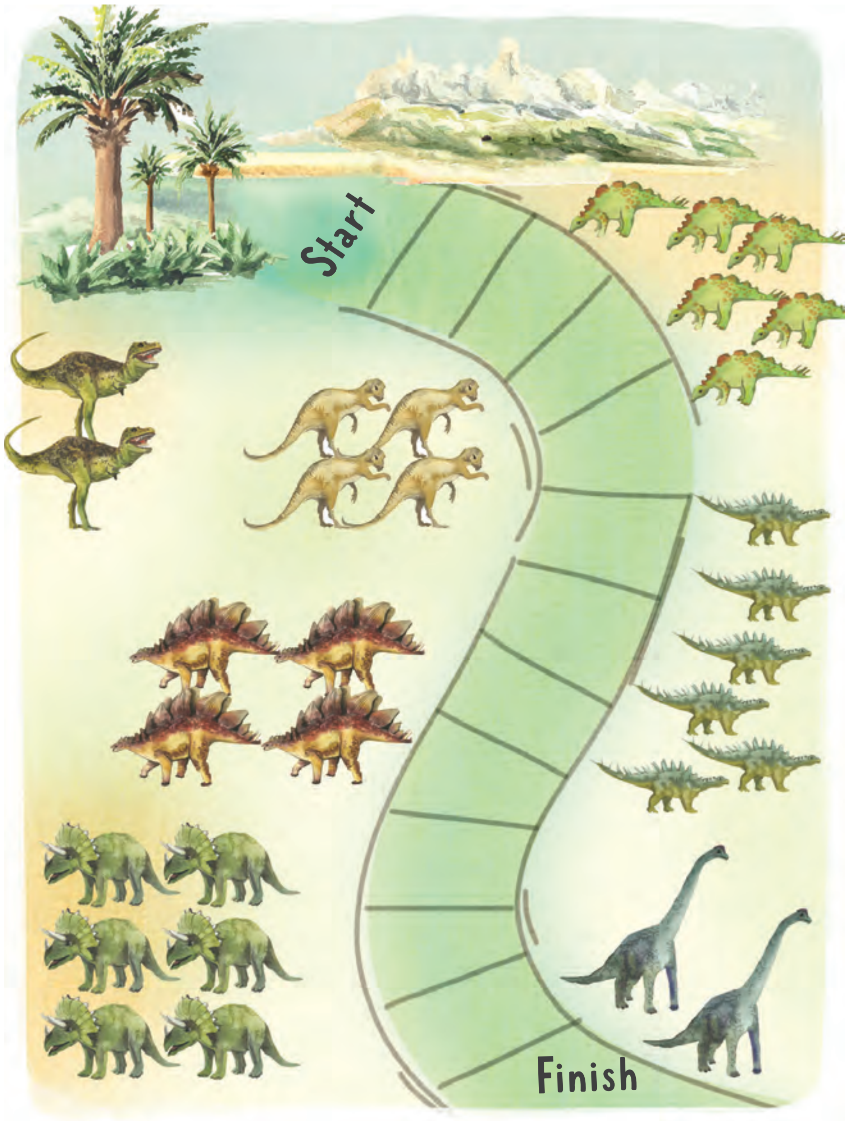
○ Read to the child: Look at the groups of dinosaurs below. In each box draw a line to divide the dinosaurs into two equal groups.





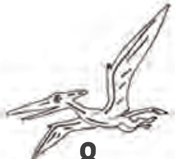


○ Take the small black circle and the 1–6 dice from the math box. Read to the child: Place your circle on "Start." Roll the dice. If the number is odd, move that many spaces. If the number is even, find a group of dinosaurs with that number. Draw a line to divide the dinosaurs into two equal groups. Then roll the dice again. Continue until you reach "Finish." Play more than once if desired.



Review

Color the even-numbered dinosaurs green and odd-numbered dinosaurs brown.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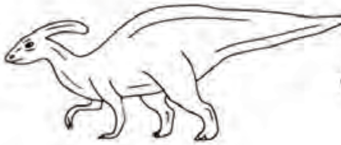
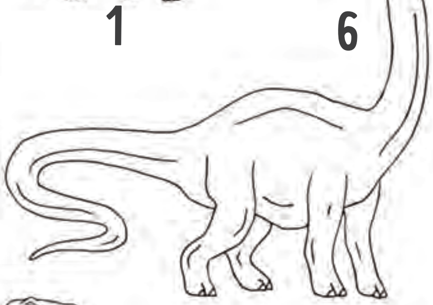
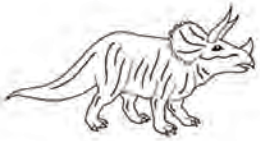

1


6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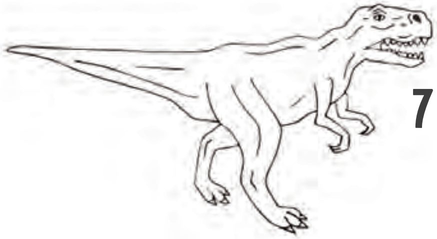
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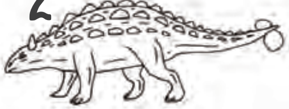
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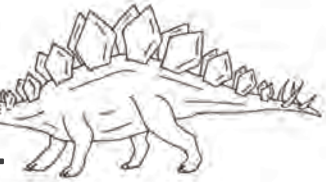

4

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

The first box contains the circled date. In the other boxes, write the dates that are one day before and after the date below.

July 24

Yesterday

Tomorrow

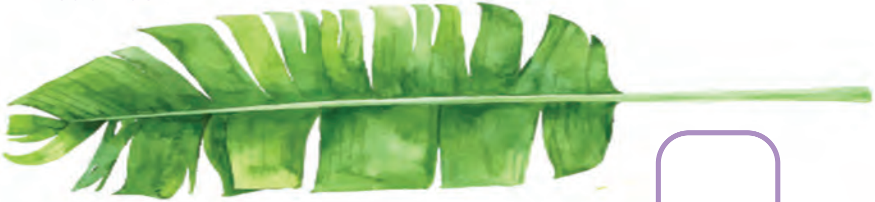
Complete each problem.

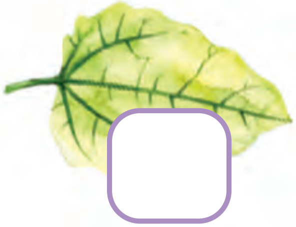
$$\begin{array}{r} 22 \\ +\ 16 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ +\ 63 \\ \hline \end{array}$$

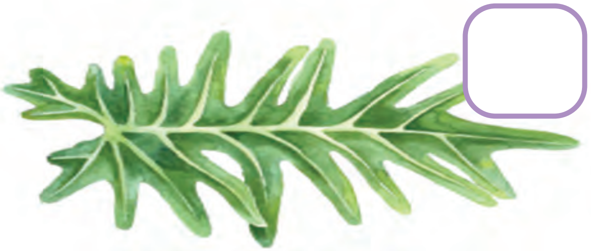
$$\begin{array}{r} 63 \\ +\ 24 \\ \hline \end{array} \qquad \begin{array}{r} 75 \\ +\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ +\ 16 \\ \hline \end{array} \qquad \begin{array}{r} 81 \\ +\ 11 \\ \hline \end{array}$$

Using the boats from the math box, measure the length of the leaves in boat lengths. Write the length in each box.







Lesson
112

VOLUME

Have the child practice items that are not mastered.

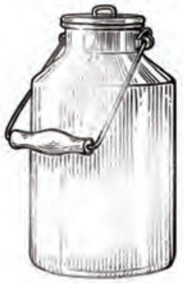
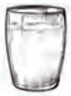
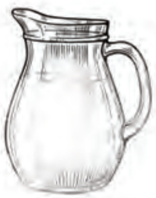
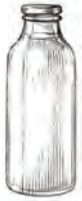
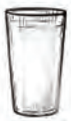
- Recite a parent's phone number.
- Spell FOUR, FIVE, and SIX aloud.
- Count backward from 30 to 10.
- Count from 680 to 710.

Supplies

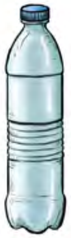
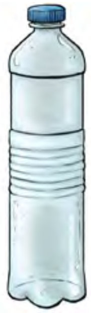
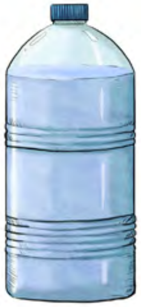
$\frac{1}{2}$-cup and 1-cup measuring cups and a large glass of water

○ Take out the measuring cups and a large glass of water. Read to the child: Have you ever tried to carry a gallon of milk? It is heavy because it holds a large amount of milk. What about a glass of milk? It is lighter because it holds less milk. The space the milk takes up is called ***volume***. Look at these two measuring cups. Which one do you think has more space to hold more liquid? Watch as I fill up this $\frac{1}{2}$-cup measuring cup with water. Now I am going to pour water from the $\frac{1}{2}$-cup into the 1-cup measuring cup. Do you notice that the 1-cup measuring cup is not filled all the way? Let's fill up the 1-cup measuring cup. Do you think I could pour all of this water into the $\frac{1}{2}$-cup measuring cup? No, it would be too much. The 1-cup measuring cup can hold a greater volume of water than the $\frac{1}{2}$-cup measuring cup. If both measuring cups were full, which one would be lighter?

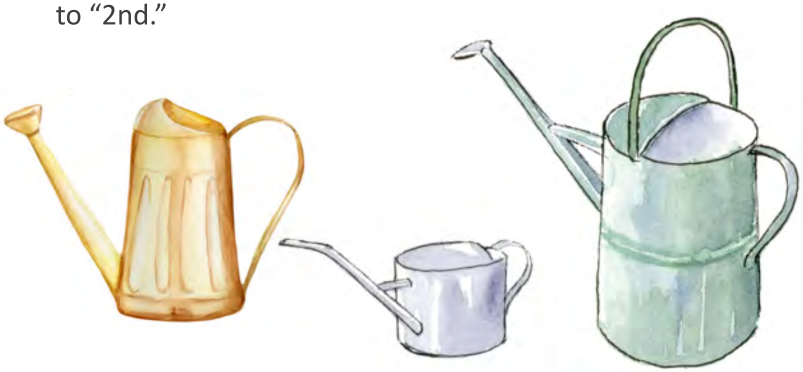
Circle the container that has the greatest volume. Cross out the container that would hold the least.

○ Read to the child: Put these bottles in order based on volume. Label the bottles in order from the one with the greatest volume to the one with the least volume. Use the ordinal numbers 1st, 2nd, and 3rd.

○ Read to the child: Which container below would hold the most liquid and thus have the greatest volume? Draw a line from that container to "1st." Which container below would hold the least amount of liquid? Draw a line from that container to "3rd." Draw a line from the remaining container to "2nd."



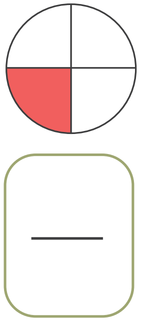
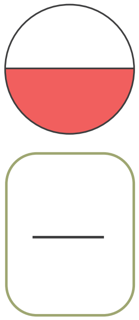
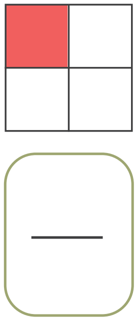
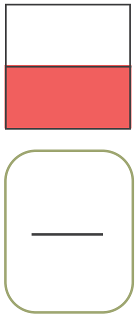
1st

2nd

3rd

Review

Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.

Subtract the cents. Include the cent sign with your answer.

7¢
- 4¢

5¢
- 3¢

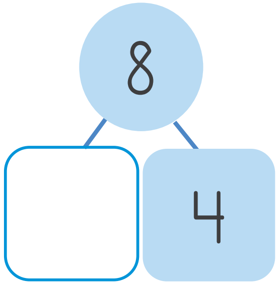
6¢
- 4¢

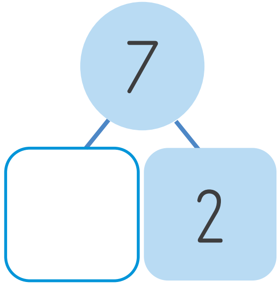
9¢
- 4¢

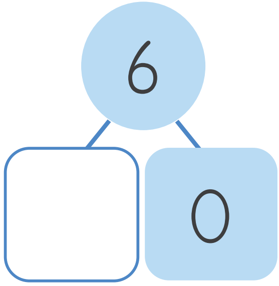
4¢
- 3¢

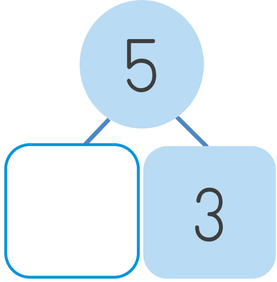
8¢
- 2¢

Write the missing numbers in the number bonds.

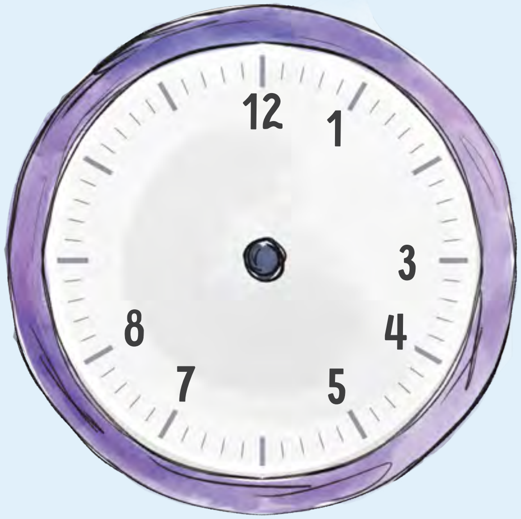




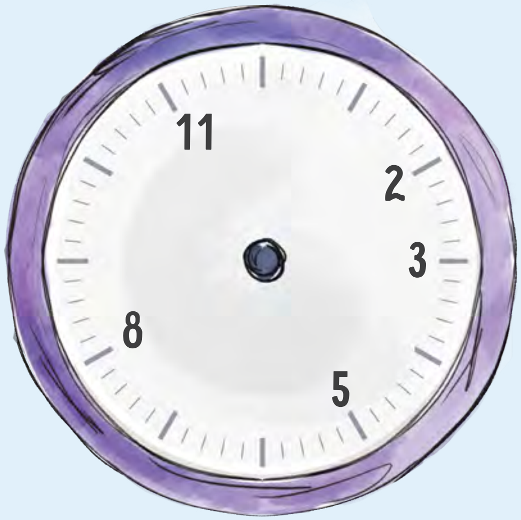




Fill in the missing numbers and draw the clock hands to show the time given.



Quarter after 5



Quarter to 9

Lesson
113

CALENDAR PRACTICE

Have the child practice items that are not mastered.

- Show the fewest coins possible from the math box to equal each amount: 65¢, 84¢, 91¢, 40¢.
- Write the number words for 7 to 10 on the whiteboard.
- Raise your right hand and then left hand.
- Spell ELEVEN and TWELVE aloud.

○ Read to the child: Look at the calendar on the next page featuring the artwork of Walt Curlee. Each of the months has a circled date. I'll point to a circled date. Let's suppose the calendar represents this year. You say the date in this format: month, day, year. Then answer the following questions using that date as today. Repeat these questions for every date circled.

1. What was yesterday's date?
2. What date will it be tomorrow?
3. What date will it be a week from today?
4. Which month was it last month?
5. Which month will it be next month?
6. Which month has your favorite piece of art?

○ Read to the child: Look at the calendar to the right. We are going to use the letters listed on each day to solve the riddle. Follow the clues to find the correct letters to write on the lines below the calendar.

Clues 1–4 use the green-circled date. Write on the green lines.

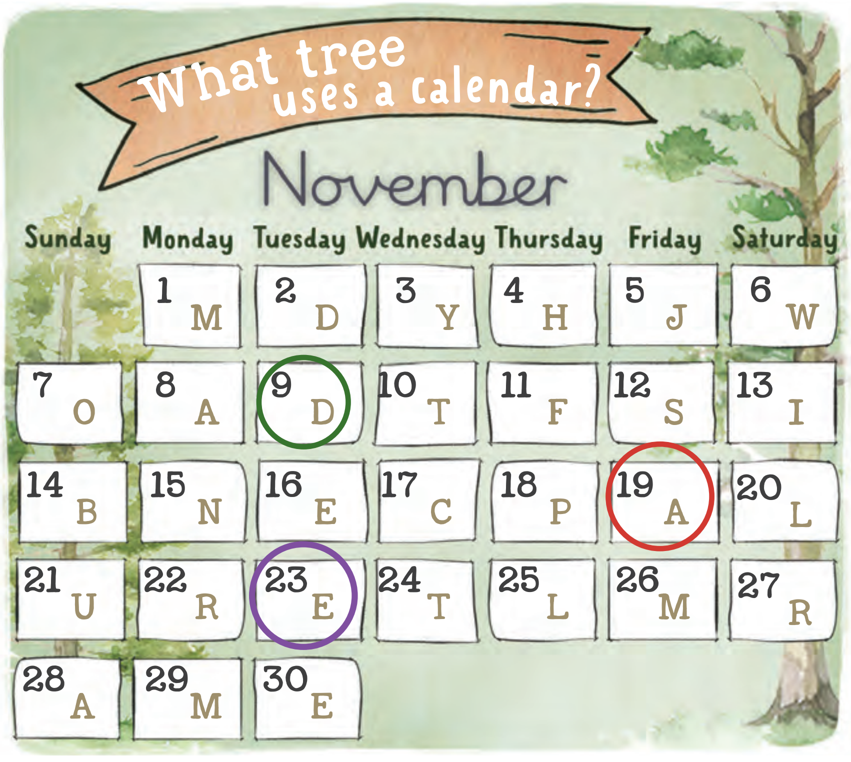
1. Today
2. Yesterday
3. Tomorrow
4. One week from today

Clues 5–8 use the red-circled date. Write on the red lines.

5. Yesterday
6. Today
7. Tomorrow
8. One week from today

Clues 9–12 use the purple-circled date as today. Write the letter shown for each day on the purple lines.

9. Tomorrow
10. Yesterday
11. Today
12. One week from today



What tree uses a calendar?

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 M	2 D	3 Y	4 H	5 J	6 W
7 O	8 A	9 D	10 T	11 F	12 S	13 I
14 B	15 N	16 E	17 C	18 P	19 A	20 L
21 U	22 R	23 E	24 T	25 L	26 M	27 R
28 A	29 M	30 E				

____ ____ ____ ____

____ ____ ____ ____ ____ ____ ____ ____

Walt Curlee
CALENDAR

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	[✓ 8]	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	[✓ 16]	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	[✓ 26]	27	28
29	30	31				

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	[✓ 2]	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

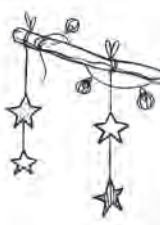
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
[✓ 10]	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

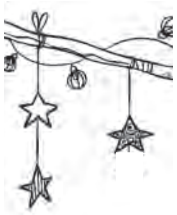
November

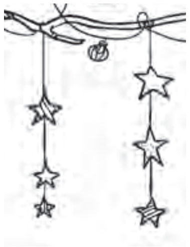
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	[✓ 23]	24	25	26	27
28	29	30				

Review

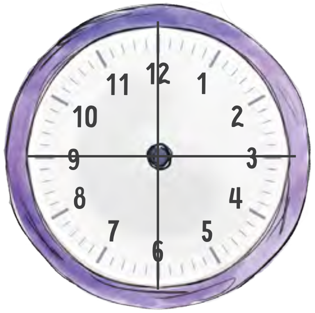
With number words write the number of stars on each branch.

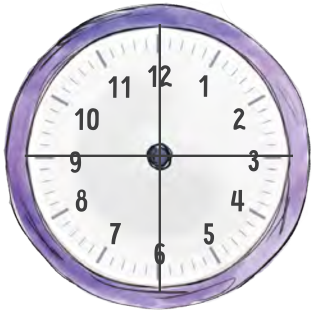






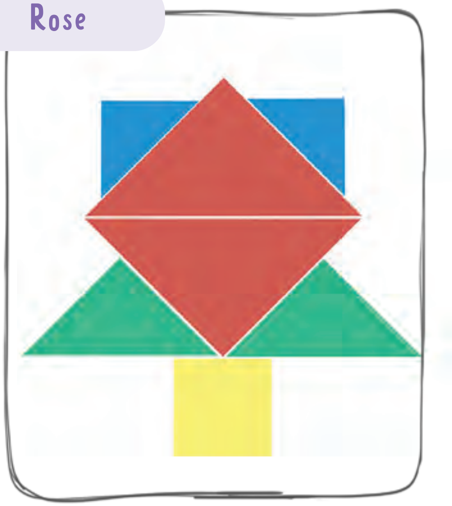
Write the quarters of the clock on both clocks: 0, 15, 30, 45.


12
1
2
3
4
5
6
7
8
9
10
11

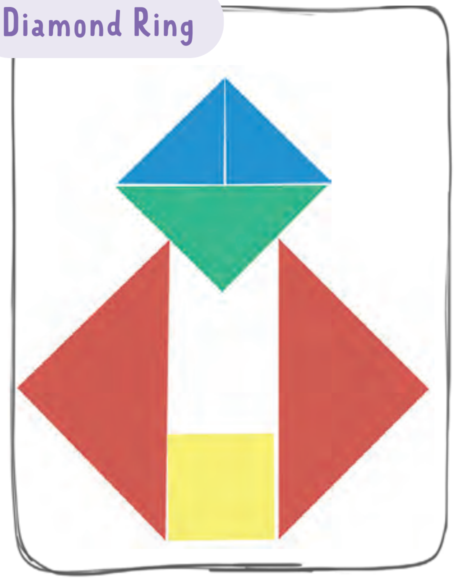

12
1
2
3
4
5
6
7
8
9
10
11

Use the shapes from the math box to re-create the images.

Rose



Diamond Ring



Complete the problems.

82 + 10 =

59 + 10 =

66 − 10 =

48 + 10 =

Lesson
114

ADDITION PRACTICE

Have the child practice items that are not mastered.

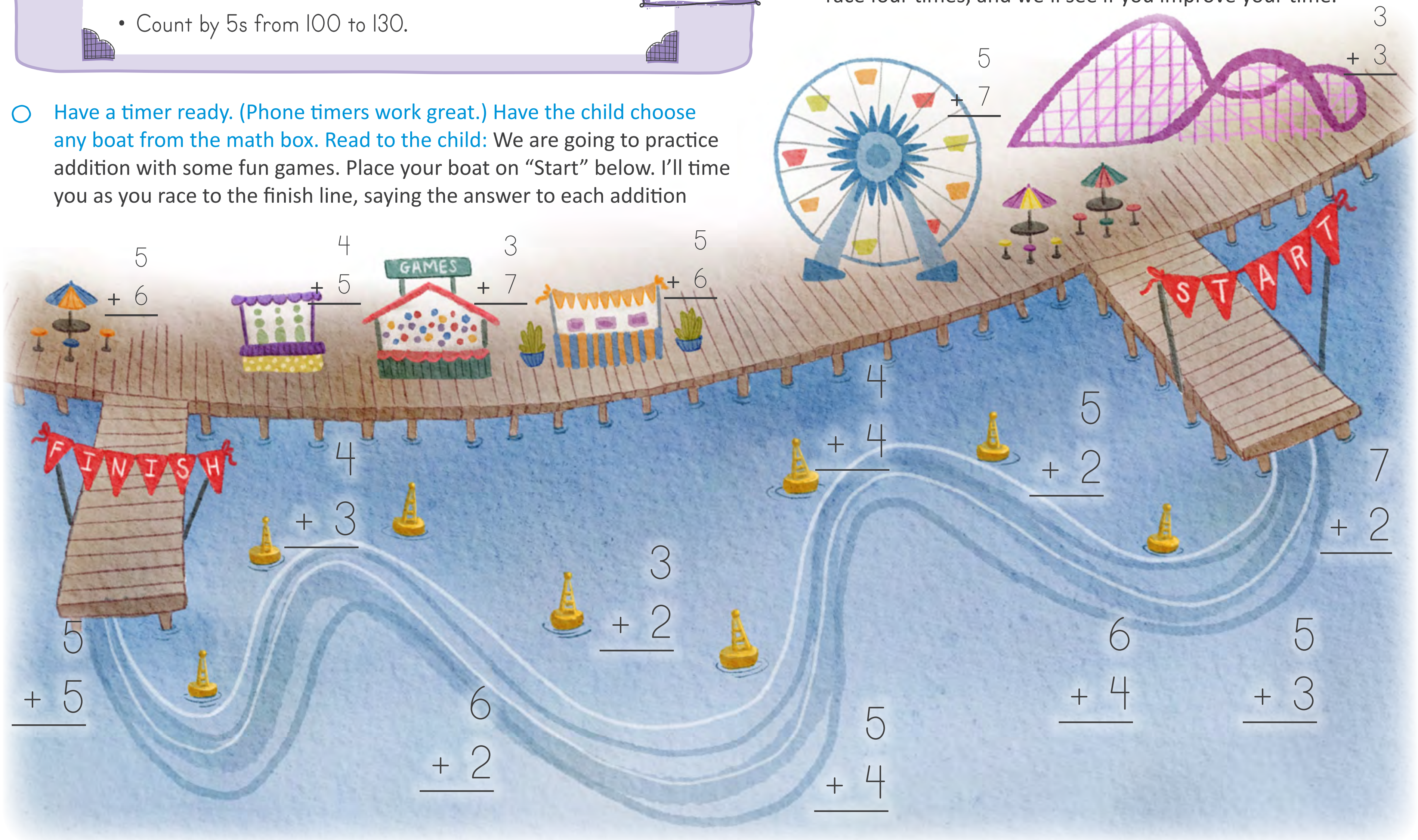
- Spell SEVEN, EIGHT, and NINE aloud.
- Count by 5s from 100 to 130.

Supplies

timer

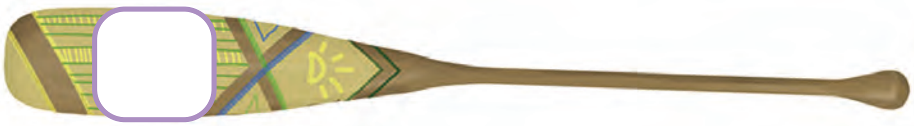
○ Have a timer ready. (Phone timers work great.) Have the child choose any boat from the math box. Read to the child: We are going to practice addition with some fun games. Place your boat on "Start" below. I'll time you as you race to the finish line, saying the answer to each addition problem aloud as you go. I'll write down your time. Then you will choose another boat, and I'll time you again. We will do this four times and see which boat is the fastest.

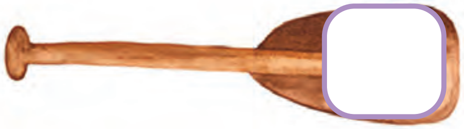
○ Read to the child: Now let's imagine that you are racing across the boardwalk. Start on the addition problem to the right of the roller coaster. With your finger, hop from each item on the boardwalk that has a math problem to the next one. Say the answer to each problem as you go. I'll time you. You'll do the race four times, and we'll see if you improve your time.

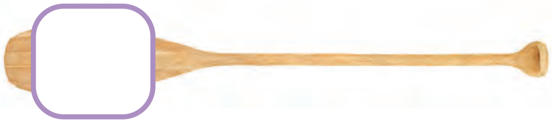


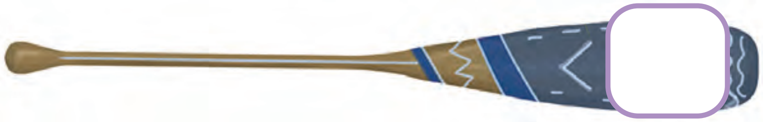
Review

Using the boats from the math box, measure the lengths of the paddles in boat lengths. Write the length in each box.









Subtract the cents. Include the cent sign with your answer.

$$\begin{array}{r} 9\text{¢} \\ -\ 3\text{¢} \\ \hline \end{array} \qquad \begin{array}{r} 8\text{¢} \\ -\ 4\text{¢} \\ \hline \end{array} \qquad \begin{array}{r} 7\text{¢} \\ -\ 3\text{¢} \\ \hline \end{array} \qquad \begin{array}{r} 9\text{¢} \\ -\ 4\text{¢} \\ \hline \end{array}$$

Complete the problems.

$$\begin{array}{r} 35 \\ +\ 13 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ +\ 67 \\ \hline \end{array} \qquad \begin{array}{r} 45 \\ +\ 42 \\ \hline \end{array} \qquad \begin{array}{r} 21 \\ +\ 34 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ +\ 40 \\ \hline \end{array} \qquad \begin{array}{r} 72 \\ +\ 15 \\ \hline \end{array} \qquad \begin{array}{r} 32 \\ +\ 17 \\ \hline \end{array} \qquad \begin{array}{r} 53 \\ +\ 12 \\ \hline \end{array}$$

Complete the problems.

4 + 4 + 2 = ☐

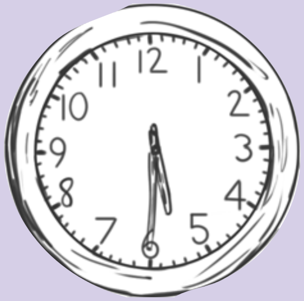
2 + 1 + 8 = ☐

7 + 6 + 3 = ☐

5 + 8 + 5 = ☐

CLOCK Practice

Write the time shown on each clock.



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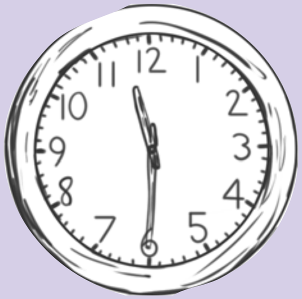

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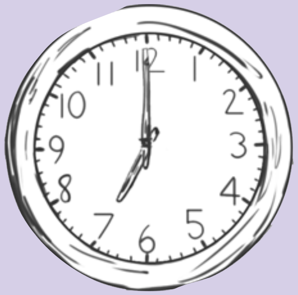

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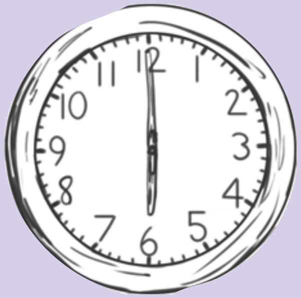

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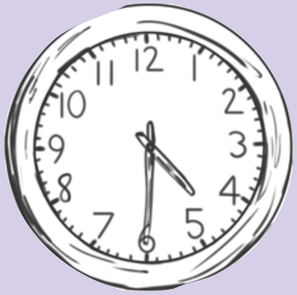

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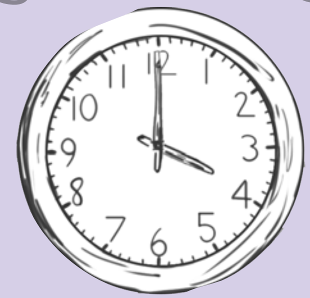

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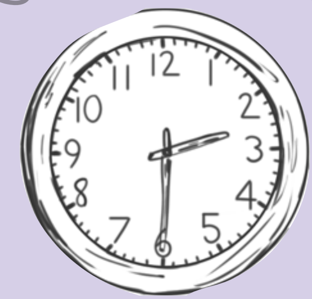

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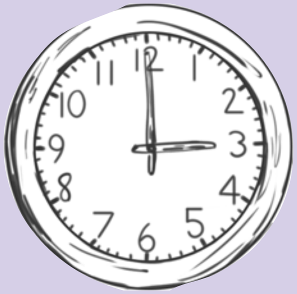

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Lesson

115

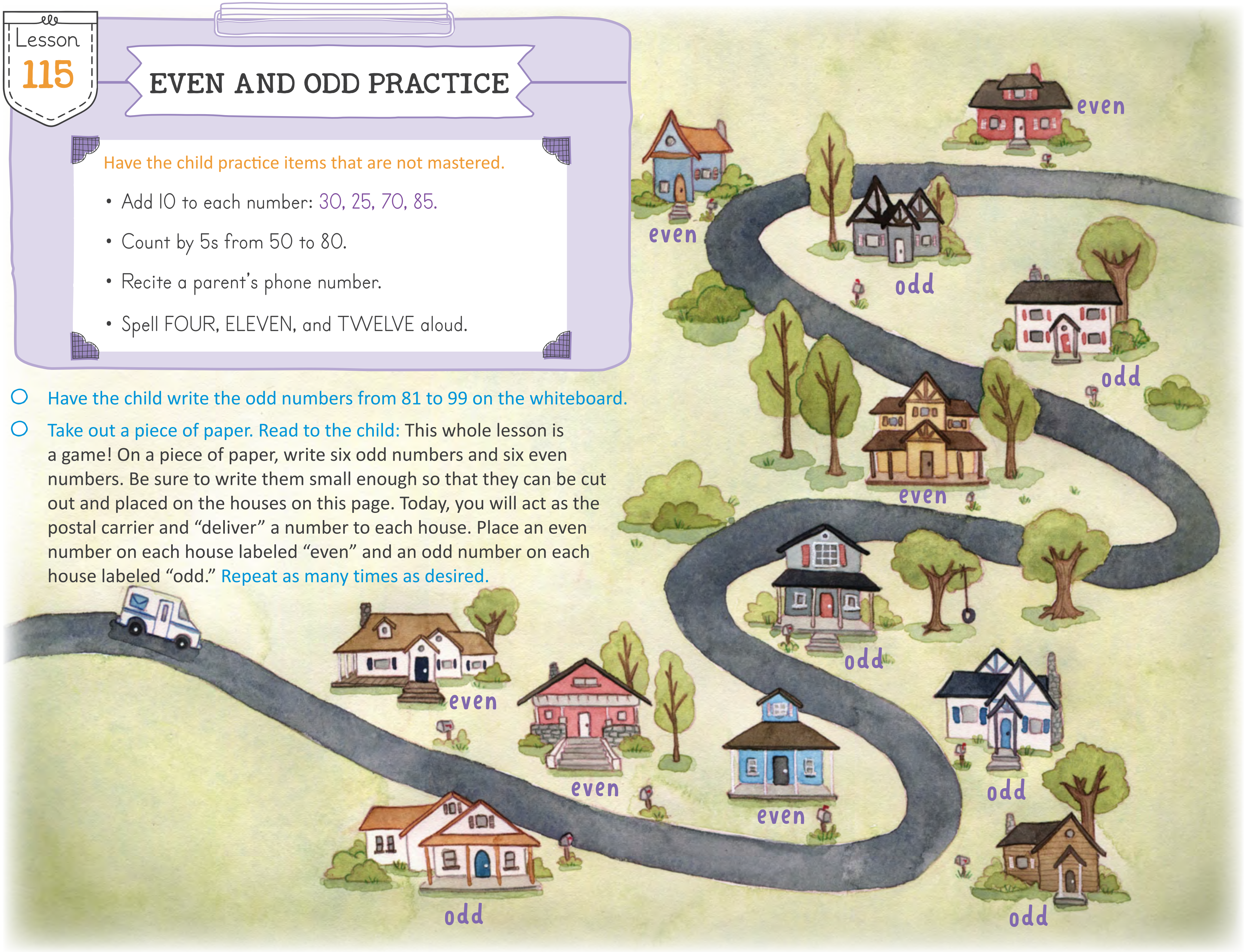
EVEN AND ODD PRACTICE

Have the child practice items that are not mastered.

- Add 10 to each number: 30, 25, 70, 85.
- Count by 5s from 50 to 80.
- Recite a parent's phone number.
- Spell FOUR, ELEVEN, and TWELVE aloud.

○ Have the child write the odd numbers from 81 to 99 on the whiteboard.

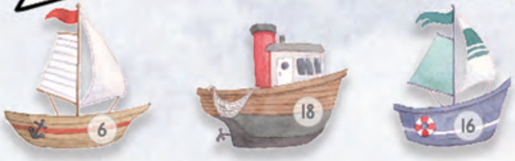
○ Take out a piece of paper. Read to the child: This whole lesson is a game! On a piece of paper, write six odd numbers and six even numbers. Be sure to write them small enough so that they can be cut out and placed on the houses on this page. Today, you will act as the postal carrier and "deliver" a number to each house. Place an even number on each house labeled "even" and an odd number on each house labeled "odd." Repeat as many times as desired.



Boat LOGIC

Using the boats from the math box and the clues below, place the boats in the correct boxes to solve each puzzle.

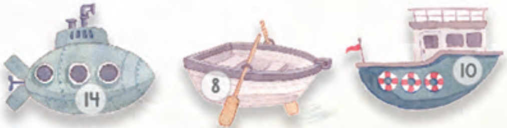
PUZZLE 7



Clue 1: The boat in the middle has a number that is the double of 3.

Clue 2: The boat on the far right has a number that is equal to 5 + 5 + 8.

PUZZLE 8

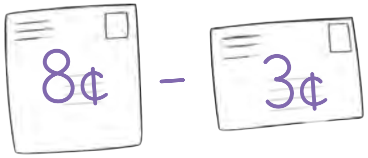


Clue 1: The boat on the far left has the smallest two-digit number.

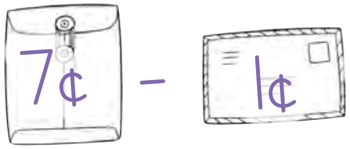
Clue 2: The boat that has a number equal to 6 + 2 is not next to the boat with a number that is a double of 5.

Review

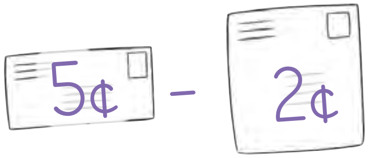
Complete each subtraction problem. Include the cent sign in your answer.



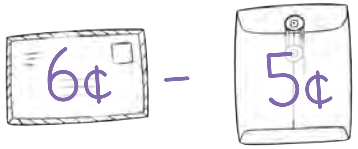
8¢ − 3¢ = ☐



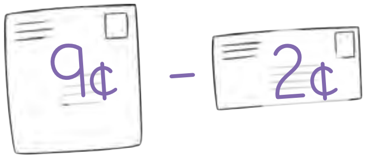
7¢ − 1¢ = ☐



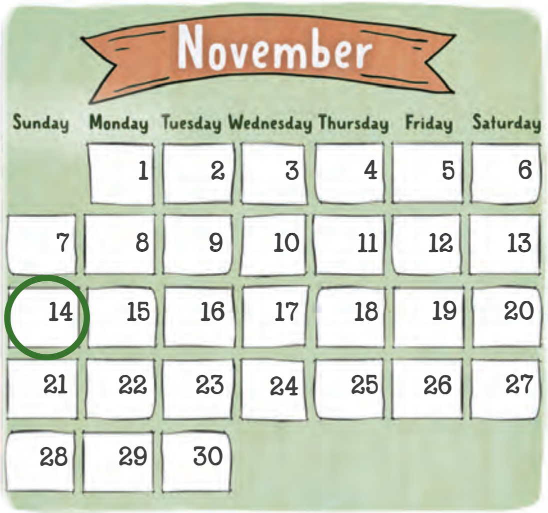
5¢ − 2¢ = ☐



6¢ − 5¢ = ☐



9¢ − 2¢ = ☐



November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

The first box contains the circled date. In the other boxes, write the dates that are one day before and after the date below.

November 14

Yesterday

Tomorrow

Complete each problem.

$$\begin{array}{r} 33 \\ +\ 12 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ +\ 51 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ +\ 20 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ +\ 7 \\ \hline \end{array}$$

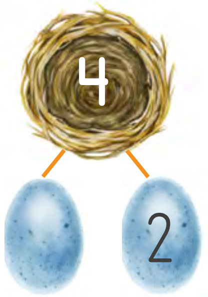
$$\begin{array}{r} 46 \\ +\ 13 \\ \hline \end{array}$$

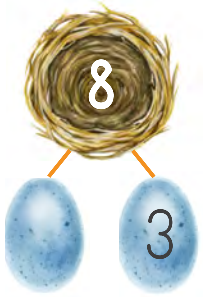
$$\begin{array}{r} 74 \\ +\ 15 \\ \hline \end{array}$$

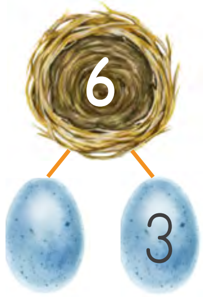
$$\begin{array}{r} 27 \\ +\ 51 \\ \hline \end{array}$$

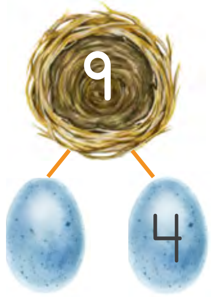
$$\begin{array}{r} 52 \\ +\ 42 \\ \hline \end{array}$$

Write the missing numbers in the number bonds.









Lesson
116

MEASURING PRACTICE

Supplies
○ ○ ○
ruler

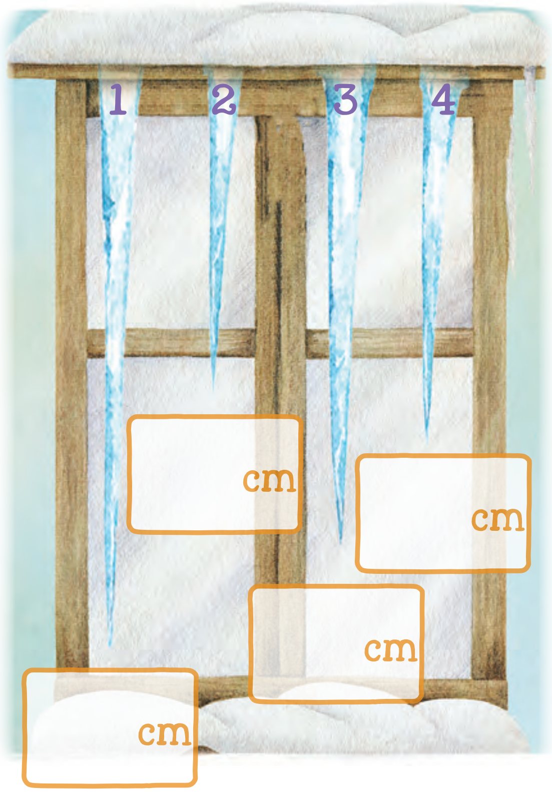
Math Clock GAME

On a table lay out the math clocks with the blue sides showing. You and the child each choose a clock, turn it over, and say what time the clock shows. Assuming that all times are in the morning, have the child determine who has the clock with the earlier time. That person gets to keep the clock. The other clock is returned to the table with the rest of the clocks for the next round. Continue playing until there is only one clock left. The person with the most clocks wins. Explain that this is a game of chance, and it doesn't matter who wins. It is just a fun way to practice telling time.

Have the child practice items that are not mastered.

- Watch the video "How to Spell Numbers 10, 11, 12."
- Say how many are in a dozen. [12]
- Count backward from 30 to 1.
- Write the number words for 7 to 10 on the whiteboard.

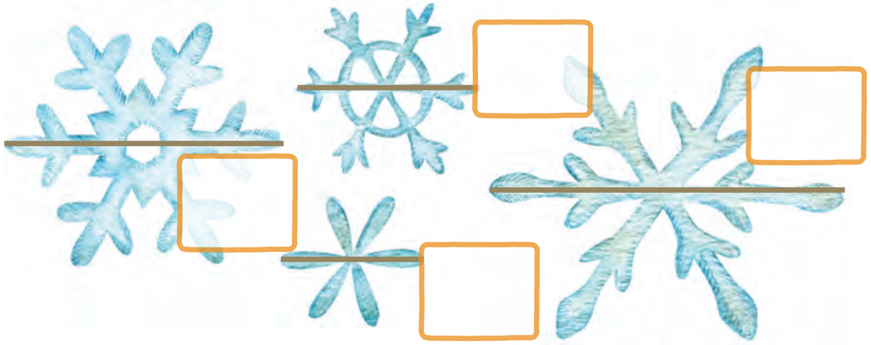
○ Give the child a ruler. Read to the child: Look at the icicles hanging on this window. Some are longer than others. Measure each icicle and write its length to the nearest centimeter in the box below it.



Which icicle is the longest? Which icicle is the shortest? Which icicle is longer, the 3rd or 4th one?

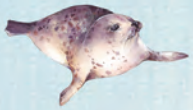
In our families we are all different heights. Who is the tallest person in your family? Who is the shortest?

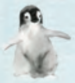
○ Read to the child: Look at the lengths of the snowflakes. Write the correct ordinal number next to each snowflake to put them in order from longest to shortest: 1st, 2nd, 3rd, 4th.

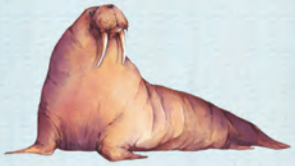


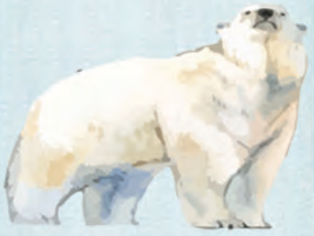
Will It FLOAT?

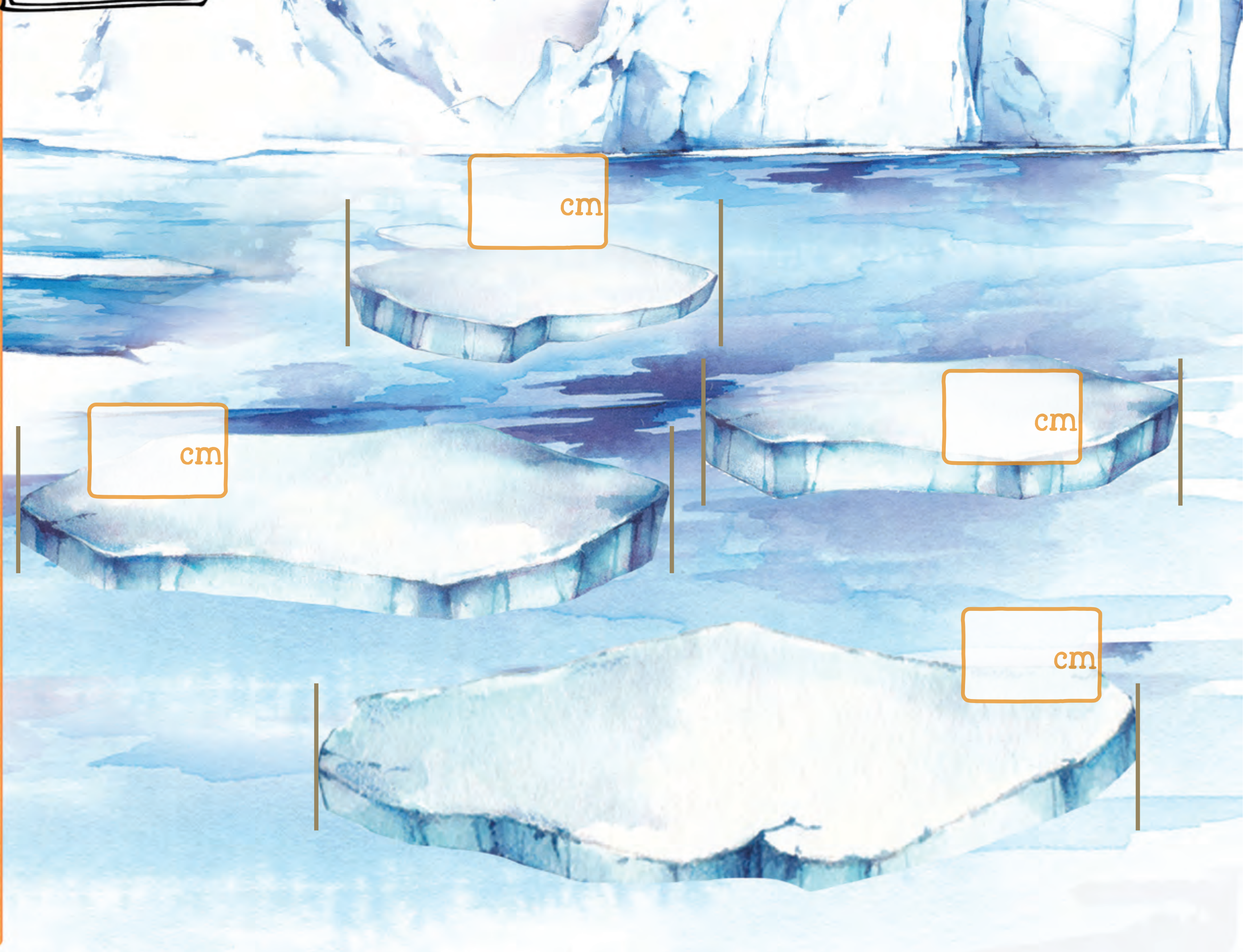
○ Read to the child: The animals are looking for an ice floe large enough to hold them. The largest animal needs to go on the largest floe. First, measure the length of each of the ice floes below. Write the measurement to the nearest centimeter in each box. Next, draw a line from the largest animal to the largest floe, and then draw a line from the smallest animal to the smallest floe. Then draw a line from the second smallest animal to the second smallest floe and a line from the remaining animal to the remaining floe.





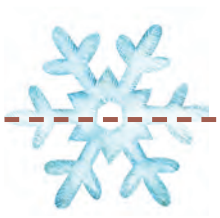


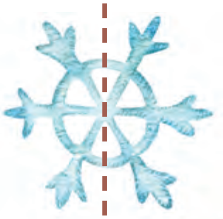


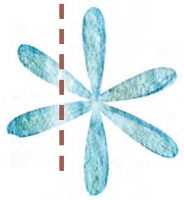


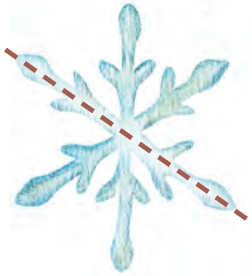
Review

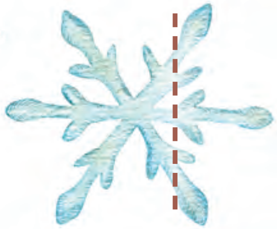
Circle each snowflake that has a line showing reflectional symmetry. (Hint: It will divide the snowflake equally in half.)

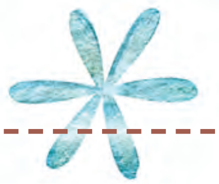


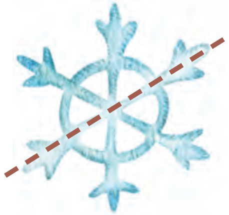


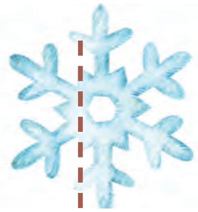












Number Words

Word Search

one, three, four, seven, eight, nine

e	i	g	h	t	r	t	e
c	f	a	t	h	r	e	e
d	n	f	o	u	r	h	i
l	i	w	o	n	e	d	k
h	n	e	d	s	c	k	h
k	e	d	r	s	z	h	t
s	e	v	e	n	r	e	b

Complete the problems.

$$\begin{array}{r} 6 \\ 3 \\ +\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ 4 \\ +\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ 1 \\ +\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ 6 \\ +\ 3 \\ \hline \end{array}$$

$4 + 4 + 7 =$ ☐

$3 + 6 + 3 =$ ☐

Complete the problems.

$46 + 10 =$

$78 - 10 =$

$54 + 10 =$

Lesson
117

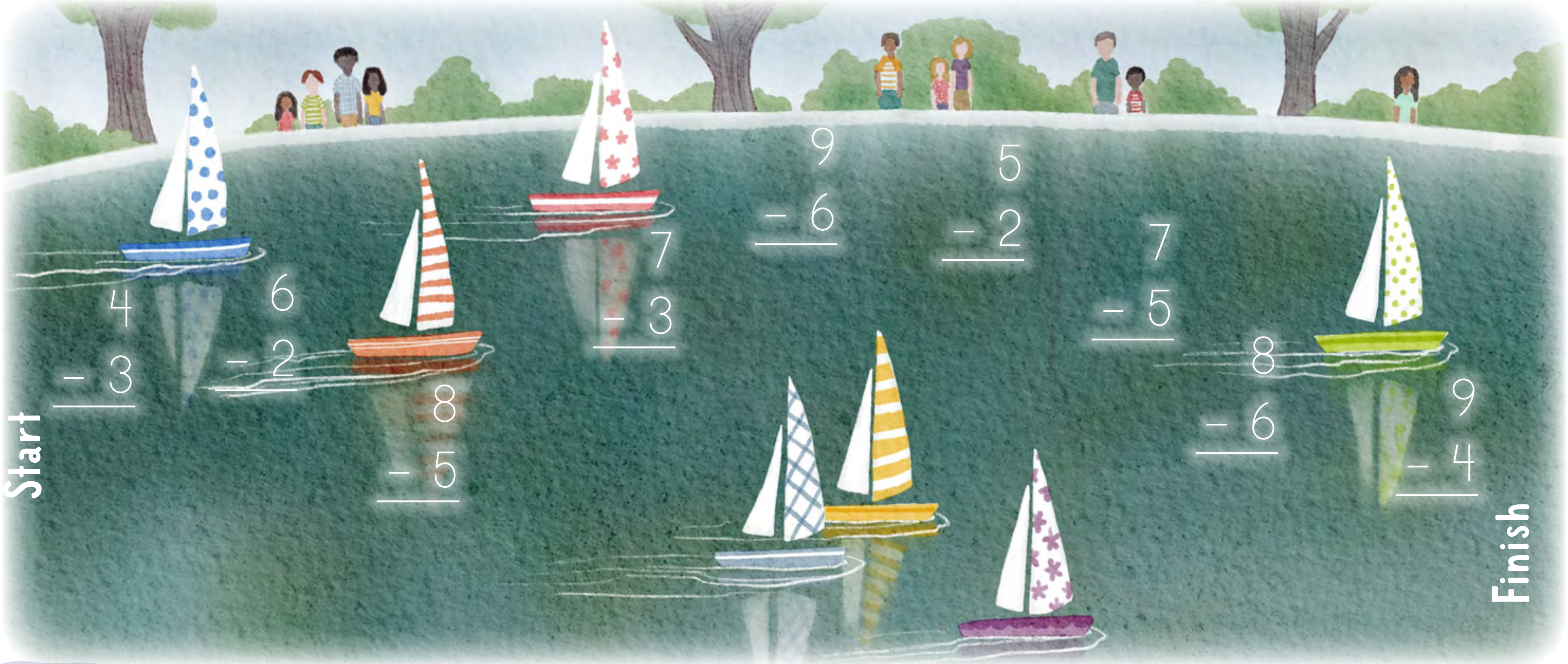
SUBTRACTION PRACTICE

Supplies
- timer

Have the child practice items that are not mastered.

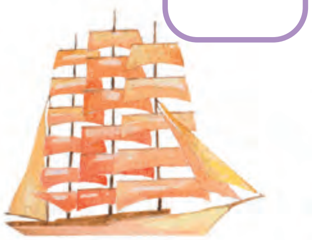
- List all the even numbers from 0 to 10.
- Count by 5s from 50 to 80.
- Recite a parent's phone number.
- Spell numbers EIGHT to TWELVE aloud.
- Show these times on the clock with movable hands from the math box: 1:05, 2:45, 12:00 3:10, 4:20.

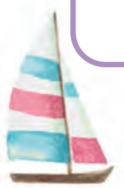
○ Take out a timer and the sailboat from the math box. Read to the child: Every Saturday from March to November, you can find model boat races at Central Park in New York City. Today, you get to play as if you were in the race! Place your boat on "Start" and race across the water, answering the subtraction facts as you go. Say the answer aloud before continuing. If you would like, time yourself and see if you can improve your time. Repeat at least four times.

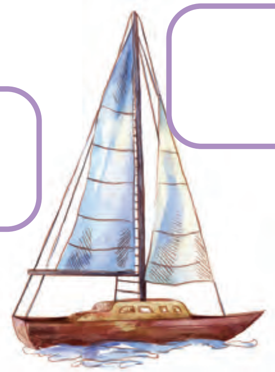


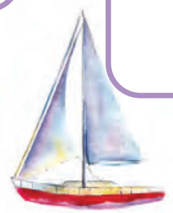
Review

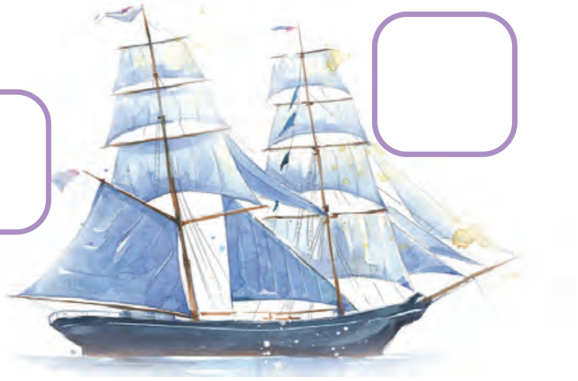
Put the boats in order of length using ordinal numbers 1st–5th, with 1st being the longest.



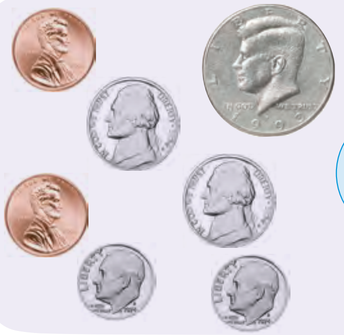




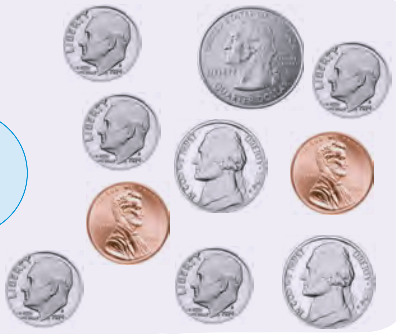


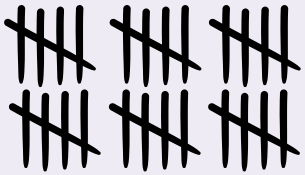


Write the less than, greater than, or equal to symbol (<, >, =) in each blue circle to compare the two sides.

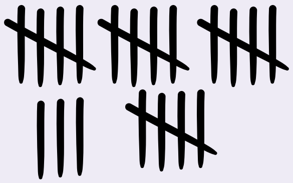


○



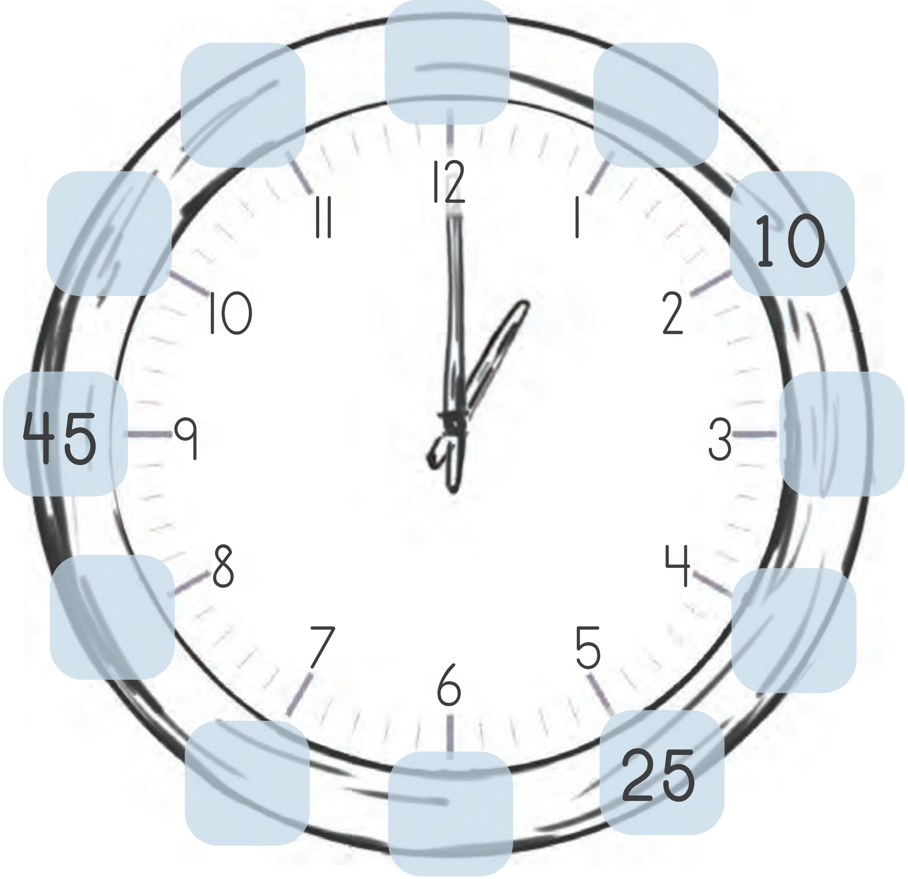


○



7 + 7 ○ 10 + 4

Write the correct minutes in the blue boxes by counting by 5s. Some of the boxes are filled in for you.



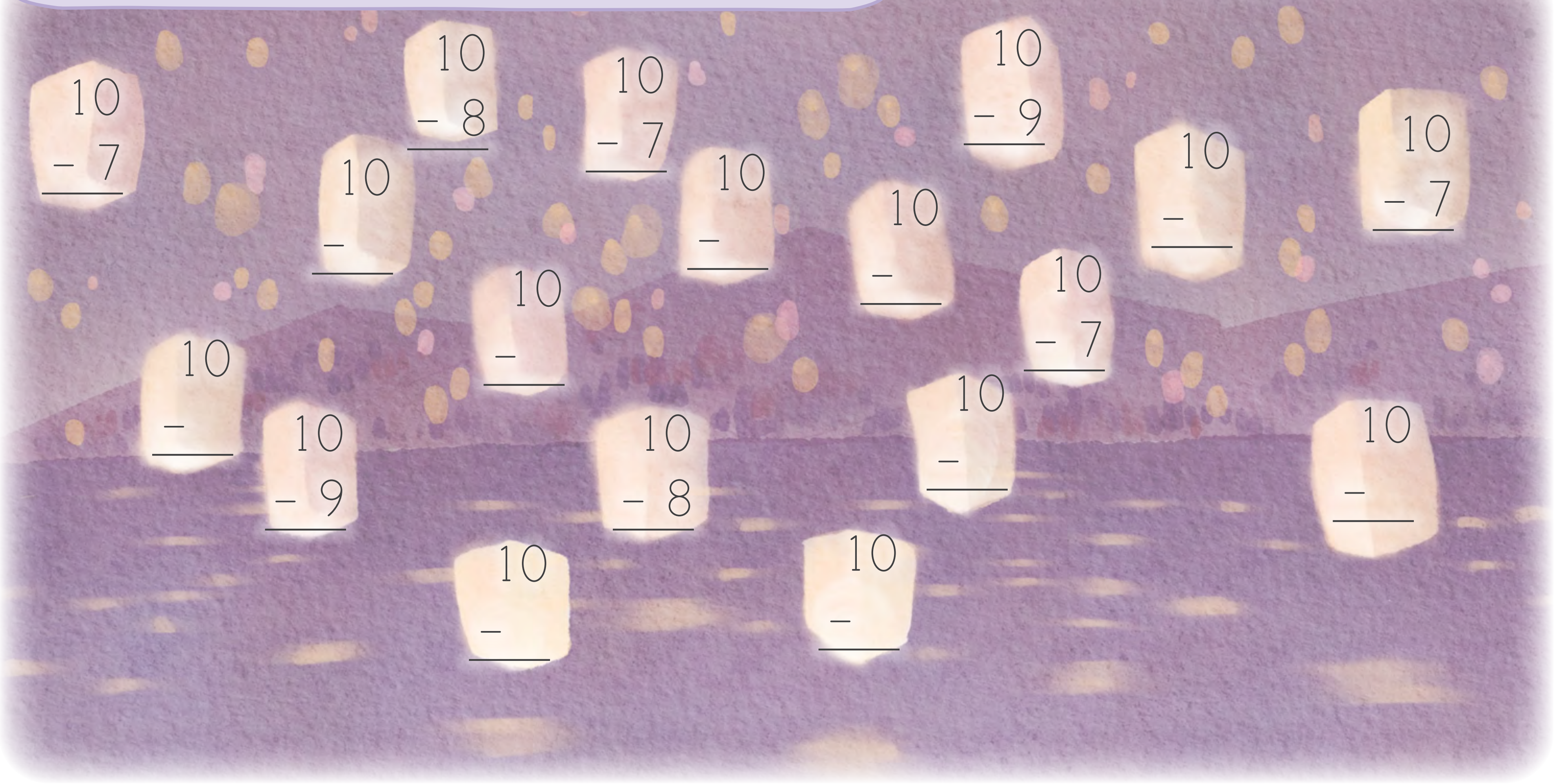
Lesson
118

TAKE AWAY FROM TEN PRACTICE

Have the child practice items that are not mastered.

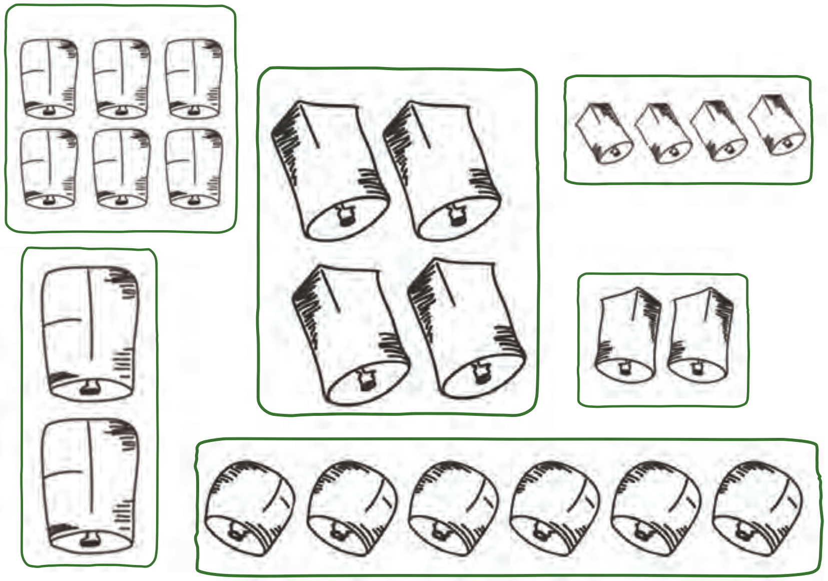
- Count backward from 30 to 10.
- Count by 100s from 100 to 1,000.
- Write the number words for 7 to 12 on the whiteboard.

○ Take the 1–6 dice from the math box. Read to the child: This is the last lesson in the Math 1 course. This floating lantern celebration is for you! We are going to practice taking away from ten. Find the lanterns that have a subtraction problem written on them. Complete each problem and write the answer below the lantern. If a lantern is missing a number, roll the dice and subtract that number from ten, again writing the answer below the lantern. Continue until all the lanterns have been completed.



Review

In each box draw a line to divide the lanterns into two equal groups.



Write the answer to each addition problem with a number word from the box.

five eight four

2 + 2 = ______

2 + 6 = ______

2 + 3 = ______

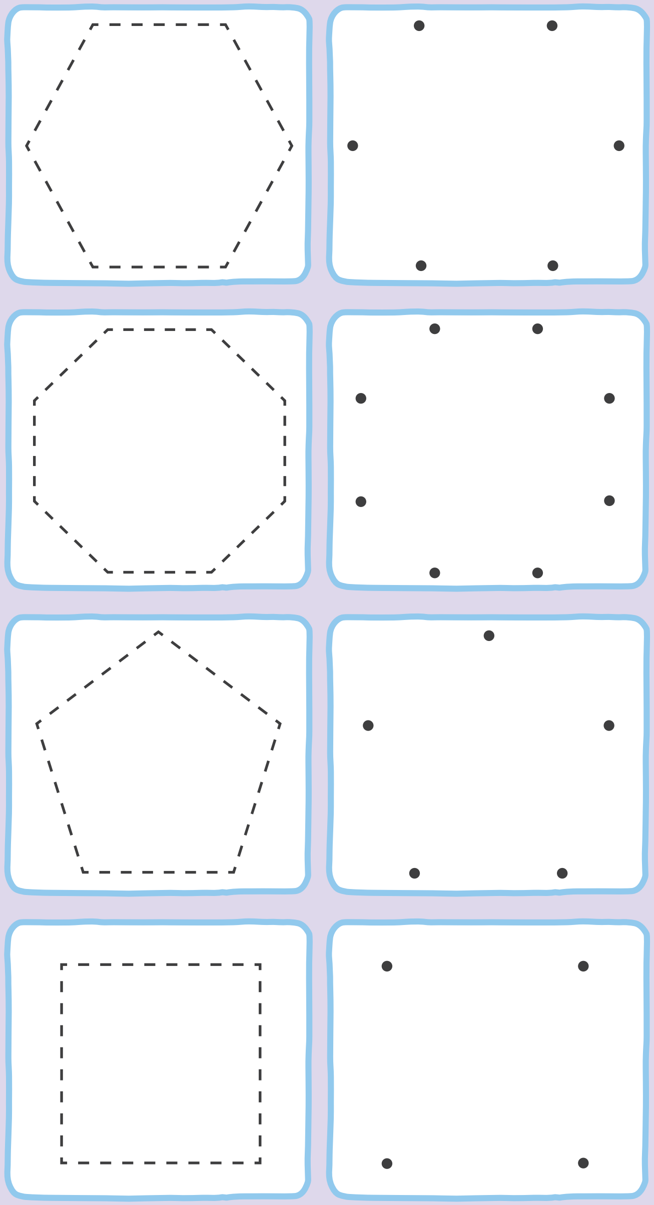
Complete the problems.

$$\begin{array}{r} 5 \\ 3 \\ +\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 4 \\ +\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ 6 \\ +\ 5 \\ \hline \end{array}$$

Trace the shapes. Connect the dots with straight line segments to create the shapes.



LESSONS 119–120

COURSE ASSESSMENT

Parent/Teacher

△ This assessment covers the whole course. Only major concepts are assessed. Children are not expected to master all concepts before moving to Math 2, as Math 2 reviews many concepts taught in Math 1. This assessment helps you see all the child has learned. It is suggested that the child master the following skills before moving to Math 2:

- Count to 999; count backward from 30 to 1
- Count by 2s, 5s, 10s, and 100s
- Spell numbers 1–12
- Memorize doubles addition facts to 9 + 9
- Identify even and odd numbers
- Write numbers up to 100
- Understand the place value of ones and tens
- Know the names and values of coins, including a half-dollar
- Add and subtract two-digit numbers (without carrying or regrouping); add three numbers; add 10 to and subtract 10 from a number
- Read and write time to five minutes
- Know the days of the week and the months of the year; identify last week/month, next week/month on a calendar

△ For Lesson 119 have the child complete only the sections with purple headers. If the child misses one or more exercises in a section, check the orange "Additional Practice" checkbox for that section and review that concept with the child. **For Lesson 120 have the child complete all the orange sections that are checked.**

Student

ORAL ASSESSMENT SECTION

Mark the triangle for any items the child completes incorrectly.

△ Raise your right hand. Raise your left hand.

△ Write the number words for numbers 1 through 12.

△ Count backward from 30 to 1.

△ Count by 10s from 500 to 600.

△ Count by 2s from 2 to 70.

△ Say the months of the year and days of the week.

△ Answer the doubles addition facts aloud: 1 + 1 2 + 2 3 + 3 4 + 4 5 + 5 6 + 6 7 + 7 8 + 8 9 + 9.

△ Use the clock with movable hands from the math box to set the following times: 5:10, 12:30, 7:45.

△ Using coins from the math box, show the following amounts using the fewest coins possible: 68¢, $1.00.

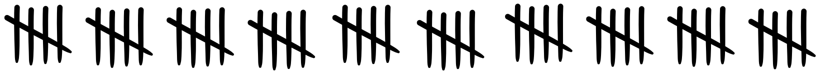
△ Using coins from the math box, count by 25s to 100.

△ Count by 100s from 100 to 1,000.

△ A dozen is how many?

△ How many cents is a half-dollar worth?

△ Count the tally marks. (This also assesses counting by 5s.)



☐ Additional Practice

Complete the items above for the triangles that are marked.

EVEN AND ODD NUMBERS/ WRITING NUMBERS TO 100

Write the missing even numbers. (Remember, even numbers end with 0, 2, 4, 6, or 8.)

80			86	

90				

68		72		

Additional Practice

Write the missing odd numbers. (Remember, odd numbers end with 1, 3, 5, 7, or 9.)

85				93

57				

CALENDAR

Write the dates that are one day before and after the date below.

April 12

Yesterday

Tomorrow

Additional Practice

Write the dates that are one day before and after the date below.

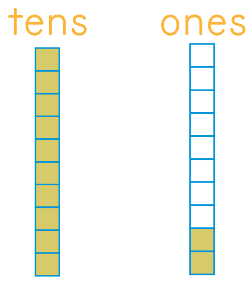
May 8

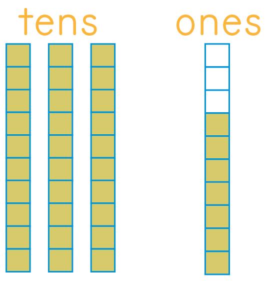
Yesterday

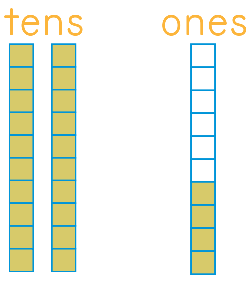
Tomorrow

PLACE VALUE

Write the number of one blocks and full ten sticks. Then write the number represented by the tens and ones.

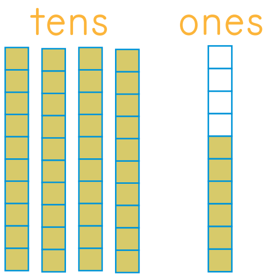


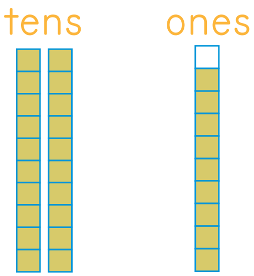


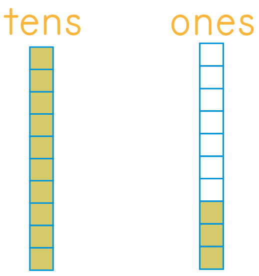


Additional Practice

Follow the directions in the section above to complete the exercises below.

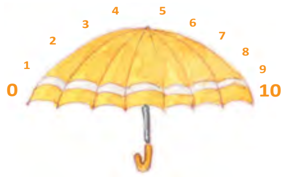






GREATER THAN, LESS THAN, EQUAL TO/ROUND TO THE NEAREST TEN

Write the symbol for less than, equal to, or greater than in each blue box. Then round each purple number to the nearest ten and draw a line to the circle with the rounded number.


0
1
2
3
4
5
6
7
8
9
10

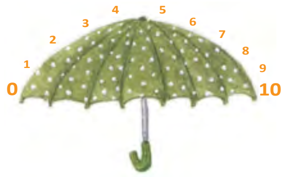
9 ☐ 7
3 ☐ 2
5 ☐ 5

10

0

Additional Practice

Follow the directions in the section above to complete the exercises below.


0
1
2
3
4
5
6
7
8
9
10

6 ☐ 6
1 ☐ 4
10 ☐ 3

10

0

SUBTRACTION AND TAKING AWAY 10

Complete the subtraction problems.

55 - 10 =

14 - 2 =

30 - 10 =

Additional Practice

Complete the subtraction problems.

62 - 10 =

12 - 2 =

46 - 10 =

ORDINAL NUMBERS: 1ST THROUGH 10TH

Fill in the missing ordinal numbers.

1st		3rd	
	6th		
9th			

Additional Practice

Fill in the missing ordinal numbers.

	2nd		
5th			8th

ADDITION AND ADDING 10

Complete the addition problems.

57 + 10 =

83 + 10 =

64 + 10 =

3 + 3 + 2 =

4 + 6 + 2 =

Additional Practice

Complete the addition problems.

32 + 10 =

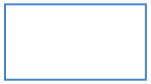
4 + 1 + 3 =

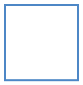
9 + 1 + 5 =

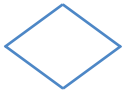
6 + 6 + 8 =

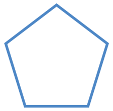
SHAPES

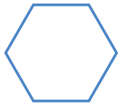
Draw a line from each labeled shape to the same shape below.

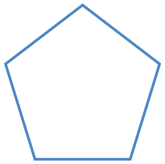
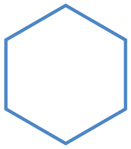
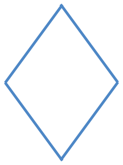
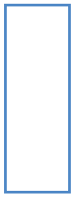
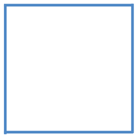

Rectangle

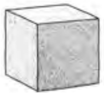

Square

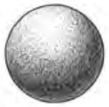

Rhombus

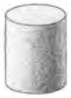

Pentagon

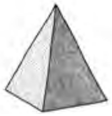

Hexagon

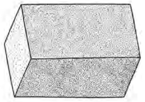






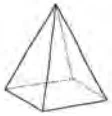
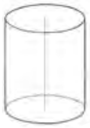
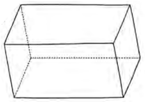
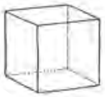
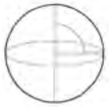

Cube


Sphere


Cylinder

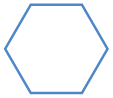

Pyramid

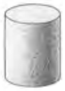

Rectangular Prism

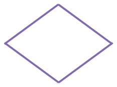






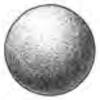
Additional Practice

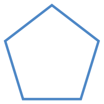
Draw a line from each labeled shape to the same shape below.

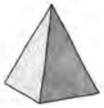

Hexagon

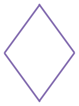
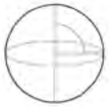
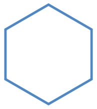
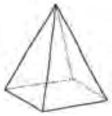
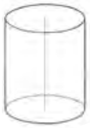
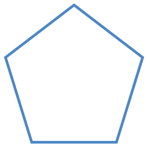

Cylinder


Rhombus


Sphere

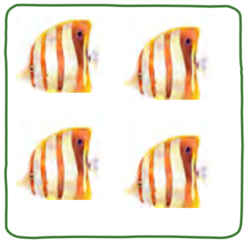

Pentagon

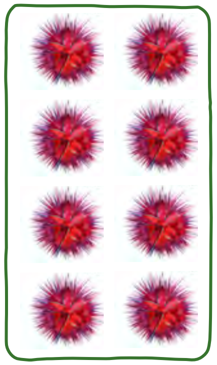

Pyramid

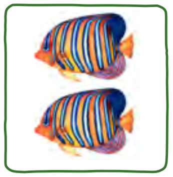







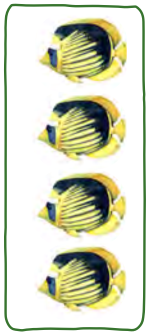
DIVIDE ITEMS INTO TWO EQUAL GROUPS

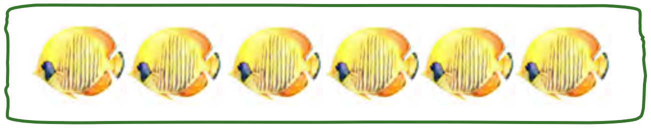
Draw a line to divide the items into two equal groups.





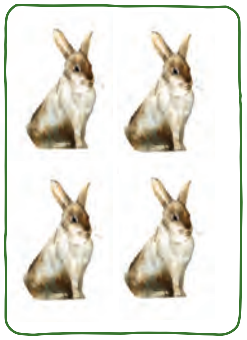


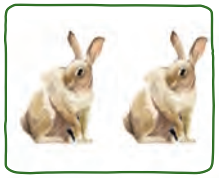


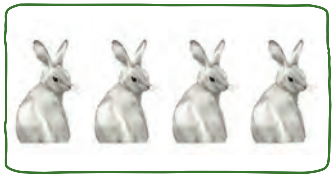


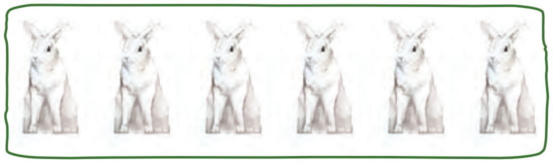
Additional Practice

Draw a line to divide the items into two equal groups.



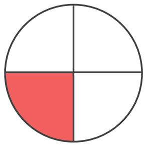






ONE-HALF AND ONE-FOURTH

Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.



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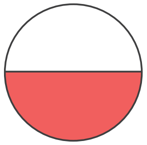

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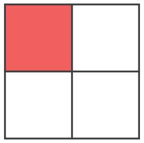

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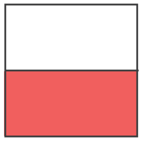

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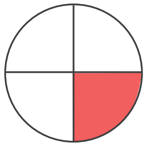
Additional Practice

Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.



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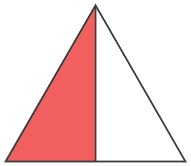

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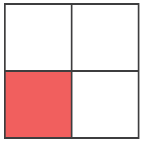

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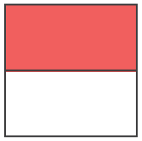

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